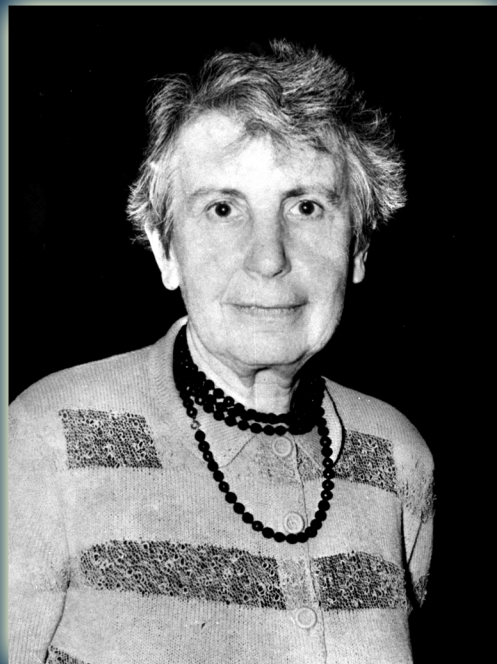




The International Journal of  
**INDIAN PSYCHOLOGY**

## Person of the Issue



Anna Freud (1895-1982)

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The International Journal of  
**INDIAN PSYCHOLOGY**

Volume 3

**Issue 1, No. 9**

October to December, 2015

**Editor in Chief**

Prof. Suresh M. Makvana, PhD

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Ankit P. Patel

## THE INTERNATIONAL JOURNAL OF INDIAN PSYCHOLOGY

This Issue (Volume 3, Issue 1, No. 9) Published, December, 2015

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### Headquarters;

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ISSN (Online) 2348-5396

ISSN (Print) 2349-3429

ZDB: 2775190-9

IDN: 1052425984

CODEN: IJIPD3

OCLC: 882110133

WorldCat Accession: (DE-600)ZDB2775190-9

ROAR ID: 9235

Impact Factor: 4.50 (ICI)

-- -- -- -- --

Price: 500 INR/- | \$ 8.00 USD

2015 Edition

Website: [www.ijip.in](http://www.ijip.in)

Email: [info.ijip@gmail.com](mailto:info.ijip@gmail.com) | [journal@ijip.in](mailto:journal@ijip.in)

Please submit your work's abstract or introduction to ( [info.ijip@gmail.com](mailto:info.ijip@gmail.com) | [www.ijip.in](http://www.ijip.in))

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# Message from Editors

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We have obtained good achievement with you in 2015, for which we are thankful to you, spotlight of which is as under: 24+ Regular Issues, 16+ Special Issues, Member of 10+ World Libraries, 4000+ Authors, Have 50+ Indexing and Abstracting Partners, We Indexing with 26+ Universities, 760857+ Site Visitors, 6.39 Impact Factor (2015), 3000+ Register Site Users, Connected with 10+ Organizations, Connected with 7+ Smarts Publishers, 400+ Cited Titles, 8 Different Licenses, Global Rank ^9.179.008, and really, this is not possible without your warm support and love.

We are giving farewell to you 2015 with this issue. This is time to forget our mistakes, digest our achievements and to go forward towards future.

We commit you to give much more services in 2016. Thanks again for joining us and we hope, your publishing experience with us will be happier.

Wish you a merry Christmas...

**Dr. Suresh Makvana<sup>1</sup>**  
(Editor in Chief)  
**Mr. Ankit Patel<sup>2</sup>**  
(Editor)

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The present issue of the journal is edited & published by RED'SHINE Publication (A unit of RED'MAGIC Networks. Inc) at 86/Shardhdha, 88/Navamuvada, Lunawada, Gujarat-India, 389230

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## Person of the Issue: Anna Freud (1895-1982)

Ankit Patel<sup>1</sup>

<b>Born</b>	December 3, 1895, Vienna, Austria
<b>Died</b>	October 9, 1982, London, United Kingdom
<b>Citizenship</b>	Austrian
<b>Known for</b>	Work on the nature of ego Founder of child psychoanalysis Defense mechanisms
<b>Training</b>	Doctor of Medicine (honorary), University of Vienna, (1975) Doctorate of Science (honorary), Jefferson Medical College, (1964) Doctor of Law (honorary), Clark University, (1950)
<b>Primary Affiliation(s):</b>	International Psychoanalytical Association, (1927-1934) Vienna Psychoanalytical Training Institute, (1935-1938) The Hampstead War Nursery, (1941-1945) The Hampstead Child Therapy Clinic, (1952-1982)



The name Freud is most often associated with Sigmund, the Austrian doctor who founded the school of thought known as psychoanalysis. But his youngest daughter, Anna, was also an influential psychologist who had a major impact on psychoanalysis, psychotherapy, and child psychology. Anna Freud did more than live in her father's rather long shadow. Instead, she becomes one of the world's foremost psychoanalysts. She is recognized as the founder of child psychoanalysis, despite the fact that her father often suggested that children could not be psychoanalyzed.

Anna Freud was born December 3, 1895 in Vienna, Austria. As the daughter of Sigmund Freud, she was inescapably steeped in the psychoanalytic theories of her famous father; however, she did more than simply live in his shadow, pioneering the field of child psychoanalysis and extending the concept of defense mechanisms to develop ego psychology. After finishing her secondary education in 1912 at Cottage Lyceum in Vienna, she completed teachers' training and worked at her alma mater as a classroom teacher for five years. Of her school years she declared that she learned far more at home from her father and his guests. Indeed, she acquired knowledge of psychoanalysis from this group to which few others had access, and this grounded her life-long contributions to the field.

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### Person of the Issue: Anna Freud (1895-1982)

The details of Anna Freud's personal life are consistently cryptic, but that her father was the only man in her life long-term is certain. Letters between her and Eva Rosenfeld during the Vienna years are a rare opportunity to catch a glimpse of the very private Anna. According to contributor Gunter Bittner, the letters *"convey the picture of an affectionate, intensely human Anna Freud without a trace of rigidity or psychoanalytic orthodoxy. Here...is a shy young woman of deep feeling. " Indeed she said of herself, "I was always looking outside myself for strength and confidence but it comes from within. It is there all the time."*

Anna Freud died on October 9, 1982 at the age of 86 at her London home. A tribute published in the *New York Times* following her death, noted that *"Freud virtually invented the systematic study of the emotional and mental life of the child and elaborated on it in 50 years of observation, discussion and writing."* She stepped out from beneath her father's very long shadow to make her own very substantial mark upon the field of psychoanalysis, but always remained loyal to his memory and determined to secure his legacy. Upon her death, the Freud family home became a museum dedicated to him.

#### TIME LINE

1895- Born December 3 in Vienna, the sixth and youngest child of Sigmund and Martha Freud is born. They name her Anna.

**1905- Anna starts school at Salka Goldman Cottage Lyceum - she will later return here as a teacher.**

1909- From the age of 14 Anna Freud's interest in psychoanalysis was clear. This paved the way for the rest of career.

**1912- Finished schooling at Cottage Lyceum, Vienna**

1914- During a holiday to England, WW1 breaks out, meaning Anna must flee back to Vienna as an enemy alien.

**1914 Sept.- Returning to her old school, Salka Goldman Cottage Lyceum, she begins her teacher qualification.**

1918- Although parent/child psychoanalysis is deemed controversial, this series of psychoanalysis was, in the end, concluded as successful.

**1920- After 6 years at her old school she finally qualifies as a teacher. This experience becomes invaluable in her child psychoanalysis research.**

1920- Attended the International Psychoanalytic Congress at The Hague

**1922- Anna reads a formal paper to the Viennese Psycholanalytic Society in order to become an accredited member.**

1922 Oct.- Anna attends the International Psychoanalytic Congress of Psychoanalysis in Berlin, founded by her father.

**1922- Presented paper Beating Fantasies and Daydreams to Vienna Psychoanalytic Society and became a member**

1922-1935 Introduction to Psychoanalysis

**1925- Taught seminar at Vienna Psychoanalytic Institute on technique of Child Analysis**

### Person of the Issue: Anna Freud (1895-1982)

1927- Introduction to the Technique of Child Analysis

**1927-1934- General secretary of the International Psychoanalytic Association**

1935- Director of Vienna Psychoanalytic Training Institute

**1936- The Ego and the Mechanisms of Defense**

1937- 'The Ego and the Mechanisms of Defence', the first of Anna's books, is published in English. To this day it remains a very important work.

**1938- As the Nazis enter Vienna, the Jewish Freud family leave Austria and flee to England.**

1939- Anna's father Sigmund Freud dies from jaw cancer less than a year after their move to England.

**1939- With the outbreak of World War Two Anna sets up residential war nurseries in Hampstead for homeless children of war.**

1939-1945-Infants without Families

**1941-1945- Harsh divisions between Anna and her colleague Melanie Klein, documented in a series of Controversial Discussions, end when the British Psycho-Analytic Society split into three training divisions, however the Society remained whole**

1945-1956- Indications for Child Analysis and other papers

**1947- Establishment of Hampstead Child Therapy Courses and children's clinic**

1950- Honorary doctorate from Clark University

**1950 to death- traveled back and forth to US to give lectures**

1951- Anna's mother, Martha Freud, dies.

**1956-1965 Research at the Hampstead Child Therapy Clinic**

1965- Anna's seventh title is published, one of her most important books which continues to make contributions in the fields of education and paediatrics.

**1965- Normality and Pathology in Childhood**

1967- Problems of Psychoanalytic Training, Diagnosis and the Technique of Therapy

**1967- Received C.B.E. from Queen Elizabeth II**

1968- Publication of collected works

**1970- Psychoanalytic Theory of Normal Development**

1972- Received honorary medical doctorate from Vienna University

**1973- Received honorary president of International Psychoanalytic Association**

1975- Anna receives her MD from the University of Vienna.

**1981- Anna is awarded with a PhD from Goethe Institute in Frankfurt.**

1982- Died October 9th

**1983- Hampstead Clinic becomes Anna Freud Center as tribute to her memory**

1986- Home of 40 years changed into the Freud Museum



## AWARDS & ACHIEVEMENTS

- In 1965, she received the Dolly Madison Award.
- In 1967, she was named a Commander of the British Empire by Queen Elizabeth II.
- In 1975, she was awarded an MD degree from the University of Vienna. The same year, she also received the Grand Decoration of Honor in Gold.

## MAJOR WORKS

- She created the field of child psychoanalysis and her work contributed greatly to the understanding of child psychology. She noted that children's symptoms differed from those of adults and were often related to developmental stages.
- One of her most significant published works is 'The Ego and the Mechanisms of Defense' in which she outlined and expanded upon her father's theory of psychological defense mechanisms.

## QUOTES

*"Creative minds have always been known to survive any kind of bad training."*

*"I was always looking outside myself for strength and confidence but it comes from within. It is there all the time."*

*"Create around one at least a small circle where matters are arranged as one wants them to be."*

## REFERENCES

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[http://psychology.about.com/od/profilesofmajorthinkers/p/bio\\_annafreud.htm](http://psychology.about.com/od/profilesofmajorthinkers/p/bio_annafreud.htm) [25 Oct. 2015, 11.18 PM]

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## **Impact of Mental wellbeing and Quality of Life on Depression, Anxiety and Stress among people living with HIV/AIDS (PLWHA)**

Bhavna Mukund<sup>1</sup>, Rejani Thudalikunil Gopalan<sup>2\*</sup>

### **ABSTRACT**

**Background:** People living with HIV/AIDS (PLWHA) manifest a wide range of stress responses ranging from disbelief, denial, fear to extreme conditions of anxiety disorders, depression and even suicidal thoughts. These complications can have a significant impact on daily functioning and greatly diminish quality of life. Mental wellbeing and Quality of Life can help in better management of stress and facilitate adaptive coping among PLWHA. **Aim:** The research examined the impact of mental wellbeing and Quality of Life on Depression, Anxiety and Stress among people living with HIV/AIDS infection. **Research Design:** Cross sectional survey design was used. **Sample:** A sample of 60 people (males and females of equal number) over the age of 18 years and with the diagnosis for HIV/AIDS for more than six months participated in the study. **Tools used:** To assess the depression, anxiety and stress among PLWHA, DASS scale was used and to assess their psychological wellbeing, Warwick Edinburgh Mental Well-Being scale was used. In order to assess their present status of QOL regarding the illness, WHO's QOL HIV-BREF Scale was used. **Results:** Majority of the PLWHA had moderate level of anxiety and mild level of depression after being diagnosed. Most of the participants have positive mental wellbeing and had enhanced quality of life. **Conclusion:** A direct effect of mental wellbeing has been found on the depression, anxiety and stress among PLWHA indicating that higher the mental wellbeing of the PLWHA, the greater is the likelihood that they do not suffer from depression, exhibit less anxiety and are living a stress free life and vice versa. The study also found direct impact of QOL on psychological distress, depression and anxiety among PLWHA i.e. poor QOL of PLWHA makes them more prone to and vulnerable to stress, depression and anxiety and vice versa.

**Keywords:** HIV/AIDS, Mental Well-Being, Quality of Life, Depression, Anxiety, Stress

The human immunodeficiency virus (HIV) is a retrovirus that infects cells of the immune system, destroying or impairing their function. As the infection progresses, the immune system becomes weaker, and the person becomes more susceptible to infections. The most advanced stage of HIV infection is acquired immunodeficiency syndrome (AIDS). It can take 10-15 years

<sup>1</sup> Clinical Psychologist

<sup>2</sup> Assistant Professor in Clinical Psychology, GFSU

[\\*Corresponding Author](#)

## **Impact of Mental wellbeing and Quality of Life on Depression, Anxiety and Stress among people living with HIV/AIDS (PLWHA)**

for an HIV-infected person to develop AIDS; antiretroviral drugs can slow down the process even further. HIV is transmitted through unprotected sexual intercourse (anal or vaginal), transfusion of contaminated blood, sharing of contaminated needles, and between a mother and her infant during pregnancy, childbirth and breastfeeding (WHO, 2001).

### **Mental Wellbeing**

Mental well-being or mental health is defined by WHO (2001) as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. Ryff's early work (Ryff, 1989a) identified aspects that constitute wellbeing: autonomy; environmental mastery; positive relationships with others; purpose in life; realisation of potential and self-acceptance. More recent research has placed different emphases on what wellbeing is: ability to fulfil goals (Foresight Mental Capital and Wellbeing Project, 2008); happiness (Pollard & Lee, 2003) and life satisfaction (Diener & Suh, 1997; Seligman, 2002a). Psychosocial well-being – which includes perceived positive relationships and a purpose in life, as well as environmental mastery – is important for older adults to age successfully. It can also have a positive impact on HIV prevention. (Golub S. et al. 2013).

Perceived awareness of overall general wellbeing tends to affect an individual's confidence in his/her health status which may have a negative effect on their daily activities and social participation thereby and can have an adverse impact on their psychological well-being. Self-appraised wellbeing is a subjective pointer of general wellbeing and has been found to have most grounded relationship with all the markers of mental well-being. Great self-appraised wellbeing could essentially decrease the perceived stress of PLWHA (Wei Sun, Ming Wu, Peng QU, Chumming Lu, Lie Wang, 2014).

### **Quality of Life**

WHO defines quality of life as: an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns. It is a broad ranging concept affected in a complex way by the person's physical health, psychological state, personal beliefs, social relationships and their relationship to salient features of their environment (WHO, 1997). Several factors associated with better QOL among PLWHA have been reported in the international literature, and mainly, the impact of HIV on QOL are categorized into four major domains viz. physical, psychological, social and environmental. WHO (1998) and the Joint United Nations Programme on HIV/AIDS have proposed that improvement of quality of life should be one of the primary goals in providing care and support to PLWHA (UNAIDS, 2014).

### **HIV/AIDS: Depression, Anxiety and Stress**

Depression is a serious medical condition that can be paralyzing to sufferers. It is twice as common in PLWHA as in general population (Leserman, 2008). Depression is characterized by

## **Impact of Mental wellbeing and Quality of Life on Depression, Anxiety and Stress among people living with HIV/AIDS (PLWHA)**

the presence of most or all of the following symptoms: low mood, apathy, fatigue, inability to concentrate, loss of pleasure in activities, changes in appetite and weight, trouble sleeping, low self-worth, and, possibly, thoughts of suicide (Leserman, 2008). In a study conducted in Nigeria (Shittu, Alabi, Odeigah, Sanni et al. 2014,). The prevalence of depression among the HIV/AIDS patient was 56.7%. Twenty nine (17.1%) were hopeless, twenty eight (16.5%) had at one time or the other thought of taking their lives, six (3.5%) had plan to take their lives. The significant correlations between hopelessness, depression and suicidal ideation are important markers that should alert clinicians to underlying suicide risk in HIV positive patients (Comer, 1995).

Anxiety is a feeling of panic or apprehension, which is often accompanied by the physical symptoms of sweating, shortness of breath, rapid heartbeat, agitation, nervousness, headaches, and panic (APA, 2000). Anxiety can accompany depression or be seen as a disorder by itself, often caused by circumstances that result in fear, uncertainty, or insecurity (Gonzalez, Zvolensky, Parent, Grover, Hickey, 2012). Especially among those that have recently been diagnosed with HIV, anxiety has been shown to be more predominant among patients with stress or excess social stigma related to their diagnosis. It has been observed that anxiety can also correlate with lower adherence to antiretroviral therapy (ART) and medical recommendations (Morrison et al., 2011).

Clinicians treating PLWHA have long accepted the notion that stress affects immune function. Indeed, this belief is nearly as old as the epidemic itself: counselling patients to reduce the number of stressors in their life has been standard advice since the days when the acquired immunodeficiency syndrome was known. It remains good advice-and we now have scores of studies which show that stress has an invidious impact on immune function. Further, stress also adversely affects mental well-being and QOL and vice versa. A study in China had reported that, due to serious psychological stress, 40.1% of PLWHA had contemplated taking requital on other individuals or society, which appeared to relate to a potential threat to spread HIV/AIDS. Therefore the mental well-being of PLWHA should be a principal focus of health care provided for PLWHA regardless of the epidemic characteristics (Wei Sun, Ming Wu, Peng QU, Chumming Lu, Lie Wang, 2014).

Sowell et al. (1997) conducted a longitudinal study with a sample of 263 HIV infected women from eight public health HIV/AIDS clinics serving both rural and urban areas in the state of Georgia in the US. Social factors (disclosure and material resources), psychological factors (fatalism, stigma, emotional distress and intrusion) were found to be important determinants of quality if life. Limited functioning was associated with fatalism, employment status and stage of disease (as cited in Phaladze et al. 2002).

Sibnath (2002) had undertaken a study in India to explore the psychological dispositions of 32 HIV and 12 AIDS patients through an in-depth interview guide. His findings revealed that guilt feelings, anxiety and fear were more evident amongst most of the patients, followed by feelings

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of hopelessness, depression and severe withdrawal. Most patients did not disclose their HIV status and hence social support did seem to be strong for them. Ten per cent of the patients had expressed suicidal ideation (Nair, 2008).

Perry, Jacobsberg and Fishman (1990) had reported that suicidal ideation in HIV seropositive patients was primarily a function of concomitant depression. Hopelessness was a key variable that linked depression to suicide. Past behaviour, multiple bereavements, isolation from family and friends and hopelessness were common factors of guilt resulting in many AIDS-related suicides.

While talking about the circumstances that influence their psychological adjustment and their reduced ability to cope with the disease, it is worth mentioning that from the early detection of the disease, the most common responses by people living with PLWHA include a wide range of psychological disturbances such as mild pathologic apathy, shock, disbelief, denial, fear, anxiety, and helplessness to extreme conditions of anxiety disorders, depression and even suicidal thoughts (Treisman, Angelino, Hutton. 2001). They worry about health deterioration and a shortened life span. Therefore, a strong sense of foreshortened future and despair is common. Among PLWHA, more direct engagement with and acceptance of HIV illness were associated with better adjustment to living with the condition and greater reduction in levels of stress (Koopman et al., 2000; Turner-Cobb et al., 2002).

Research shows that psychological, psychosocial and psychiatric factors play a significant role in how well PLWHA comply with treatment. According to Singh et al. (2005), variables like satisfaction with social support and ability to cope significantly correlate with treatment adherence, while dimensions like hopelessness, loss of motivation and poor coping skills are indicative of noncompliance. The quality of life becomes a critical area of concern for patients, health care providers, psychological and social support providers (Solomon et al. 2009).

Many studies have shown that HIV leads to a general decline in mental health and quality of life. Patients with HIV are faced with numerous psychological and biological problems which make them different from other people (Jonson et al., 2013). Not many Indian studies were conducted on HIV/AIDS on these dimensions. Hence the present study attempted to explore the impact of mental well-being and QOL on depression, anxiety and stress among PLWHA.

### **METHODOLOGY**

The study aims to find the impact of mental well-being and quality of life on Depression, Anxiety and Stress among PLWHA. Cross sectional design was used in the study. A purposive sample of 60 people diagnosed with HIV/AIDS (30 males and 30 females) has been taken, and data was collected from a non-government organization (NGO) situated in Lucknow. PLWHA (with a confirmed medical diagnosis) above 18 years of age only were included in the study. The Exclusion Criteria included presence of any co-morbid psychiatric illness/ neurological trauma or brain disease/mental retardation.

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### ***Tools Used:***

Demographic sheet: Demographic details (including period taken for confirmation of diagnosis) of PLWHA were noted with their mode of infection (sexual contact, blood transfusion and drug injection).

**Depression Anxiety Stress Scale (DASS): (Lovibond & Lovibond, 1995):** The DASS is a 42-item questionnaire which includes three self-report scales intended to measure the negative emotional states of depression, anxiety and stress. Each of the three scales contains 14 items, divided into subscales of 2-5 items with similar content. Respondents are asked to use 4-point severity/frequency scales to rate the extent to which they have experienced each state over the past week. Scores of Depression, Anxiety and Stress are calculated by summing the scores for the relevant items. The depression, anxiety and stress scale has 14 items each with scores evaluated as per the severity-rating i.e. 0-28+ depression, 0-20+ anxiety, 0-34+ stress. Wherein score of more than 28 suggests severe depression, more than 20 shows severe anxiety and more than 34 shows severe stress. The internal consistency (i.e. Cronbach's alpha) of each scale of the DASS was quite favourable ( $\alpha = 0.96, 0.89$  and  $0.93$  for Depression, Anxiety, and Stress, respectively) Construct validity was supported by moderately high correlations of the DASS with indices of convergent validity ( $0.65$  and  $0.75$ ), and lower correlations of the DASS with indices of divergent validity (range  $-0.22$  to  $0.07$ ).

**Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (Tennant et al. 2007).** It measures positive mental health. WEMWBS is a 14-item scale; each answered on a 1 to 5 Likert scale. Items cover different aspects of eudemonic and hedonic mental wellbeing and are worded positively. Item scores are summed to produce a total score ranging from a minimum of 14 to a maximum of 70 with higher scores representing higher levels of mental well-being. Test retest reliability was found to be high ( $0.83$ ) and WEMWBS showed good content validity.

**WHO QOL HIV BREF (WHO Field Centre for the Study of QOL of Bath, 2008)** is a module specifically designed for people with HIV or AIDS HIV BREF, a newly-developed, multi-dimensional instrument comprising 31 items designed to assess the QOL of people infected with human immunodeficiency virus (HIV). WHOQOL-HIV evaluates the QOL from six domains and 29 facets. Responses to the items were scored from 1 (least favourable condition) to 5 (most favourable condition), with the domain scores, ranging from 4 to 20, being calculated by multiplying the average scores for all items in the domain by 4. A higher score would indicate a better QOL on the corresponding domain. It is found to have internal consistency (Cronbach's alpha) ranged between  $0.67$  and  $0.80$  across the six domains.

### ***Procedure:***

After obtaining informed consent from the authorities of a NGO and the ethical approval of the concerned bodies; participants were informed about the study and the associated confidentiality. Participants were clearly explained that they could discontinue their participation if they felt

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uncomfortable at any point of time during the assessment. Informed consent was taken from the participants, and the tools were administered individually. Data was entered on the SPSS version 20 and was analysed by using appropriate statistical procedures.

### RESULTS

The results were obtained by analysis on SPSS version 20. The techniques used were Multiple regression analysis, Mean and Standard deviation.

The demographic data ( Table 1) shows that maximum participants were in their young adulthood, aged between 20-29 years, N= 31, (51.7%) and equal number of male and female participants (Male =30, female =30) were engaged for the study. Among the participants most of them were married (N=35, (58.3%)), and had education up to secondary level, N= 29, (48.3%). From the demographic sheets, it is observed that maximum number of participants are engaged in private jobs, N=22, (36.7%) and they belong to middle socio economic status (SES), N= 26 (43.3%) with an annual income of Rs.20,041 to Rs.33,240 and were settled in urban areas as their domicile, N=30(50%). Most participants had contracted HIV/AIDS through sexual intercourse, N=35 (58.3%) with their partners (from their husband & girlfriends) and had conceded to their illness within three to four years of contact, (N= 73.2%, with an average onset in the year 2012 (M= 2012.08, SD=2.250).

*Table 1, Socio-demographic details of the sample.*

Variables	Sub variables	Frequency	Percentage
Income/Socio economic status (SES)	Less than 10,032 p.a (BPL)	7	11.7%
	10,033 to 20,040 p.a. (low middle class)	19	31.7%
	33,241 to 33,240 p.a. (middle class)	26	43.3%
	33,241 to 66,840 p.a. (upper middle class)	6	10.0%
	Above 66,840 p.a. ( upper class)	2	3.3%
Domicile	Urban	30%	50%
	Rural	6	100%
	Semi-Urban	24	40%
Onset	1-4	44	73.2%
	5-8	13	21.75%
	9-11	3	5.1%
Mode of infection	Sexual Partner	35	58.3%
	Blood Transfusion	10	16.3%
	Drug Injection	15	25%

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***Table 2, Mean and Standard Deviation (SD) of variables undertaken in the study.***

<b>Variables Used</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Total N</b>
Depression	13.43	7.277	60
Anxiety	14.23	8.018	60
Stress	14.25	5.748	60
Mental Well Being	45.10	8.889	60
QOL Physical	7.40	1.532	60
QOL Psychological	7.78	2.051	60
QOL Social relations	12.40	4.537	60
QOL Environment	7.60	2.149	60

Mean analysis of the clinical variables in table 2 indicates that on Depression, anxiety and stress scale, majority of the participants had moderate level of anxiety (M= 14.23, SD=8.0818) and mild level of depression after being diagnosed positive with HIV/AIDS (M=13.43 &SD= 7.277). No severe depression and stress has been found in the present study among PLWHA. It is found that majority of the participants have positive mental well-being (M=45.10 & SD=8.889) which indicates that they are optimistic about overcoming their illness. The mean analysis trend shows that the participants had enhanced quality of life in terms of social relationships (M=12.40 & SD=4.537) indicating that the participants wished to strive for and maintained cordial social relationships with most others in their life.

All the variables were enlisted and data was transferred in SPSS version 20. Variable were analysed for descriptive statistics and correlations (Pearson's coefficient) (see Table 2). All The variables were also tested for the normal distribution using Shapiro-Wilk's test.

Multiple Stepwise Regression analysis was used to understand the cause effect relationship among depression, anxiety and stress with mental wellbeing and quality of life (QOL). F test was used to remove variables in stepwise regression ( $p < 0.05$ ). R square values were used in order to understand the importance of significant independent variable in selected regression models. Residual analysis was performed to validate the regression model. Variables like Depression, Anxiety and Stress were used as dependent variables and those under mental wellbeing and quality of life were used as independent variables. (see Table 3)



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*Table 3, Summary of Multiple Regression Models Analysis*

Independent Variable	Dependent Variable	Model Summary				
		Significant Variables	F change	Sig. Value Change p<.05	Adjusted R square value	Effect of significant Variable/s
Mental Well Being (MWB) And Quality of Life (QOL) Dimensions  2a:QOL Physical  2b:QOL Psychological  2c:QOL Social Relations  2d:QOL Environment	Depression	Mental Well Being	3.199	.079	0.36	Negative Effect
		QOL Physical	6.826	.011	0.90	Negative Effect
		QOL Psychological	2.938	.092	.032	Negative Effect
		QOL Soc.relations.	8.527	.005	.113	Negative Effect
		QOL Environment	3.723	.059	.044	Negative Effect
	Anxiety	Mental Well Being	1.764	.189	.013	Negative Effect
		QOL Physical	6.538	.013	.086	Negative Effect
		QOL Psychological	11.382	.001	.150	Negative Effect
		QOL Soc.relations	21.422	.000	.257	Negative Effect
	Stress	Mental Well Being	2.258	.138	.021	Negative Effect
		QOL Physical	4.544	.037	.057	Negative Effect
		QOL Psychological	6.497	.013	.085	Negative Effect
		QOL Soc.relations	8.287	.006	.110	Negative Effect
		QOL Environment	1.730	.194	.012	Negative Effect

**Impact of mental wellbeing on depression, anxiety and stress.** From table 3, it is observed that mental wellbeing has a negative effect on depression, stress and anxiety. The multiple

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regression values show that as the value of mental wellbeing increases, the values for depression ( $r=0.36$ ,  $p=.079$ ), stress ( $r=.021$ ,  $p=.138$ ) and anxiety ( $r=.013$ ,  $p=.189$ ) decrease. This implies that higher the mental wellbeing of the PLWHA, the greater is the likelihood that they do not suffer from depression, exhibit less anxiety and are living a stress free life and vice versa.

### **Impact of QOL on Depression, Anxiety and Stress**

Similarly the multiple regression analysis revealed that all the four dimensions of quality of life too have a negative impact on the depression, anxiety and stress. The study found that greater the physical, psychological, social relationships and environment aspects of the QOL of PLWHA, lesser would be their depression, stress and anxiety (See table 3). Overall it seems that social relationships and environmental aspects of quality of life is the most important independent variable among the tested variable as the explanatory variable of models tested.

## **DISCUSSION**

### **Socio-Demographic Details**

The study undertaken shows that majority PLWHA are in their young adulthood, aged between 20-29 years,  $N = 31$ , (51.7%) This is consistent with the findings that people aged between 15 to 24 years were vulnerable to HIV, while those in their 30s were most susceptible (Khan et al. 2008 and Mini, Ramesh, Parthasarathi, Mothi, Swamy, 2012). Equal number of male and female participants (Male = 30, Female = 30) were included for the research. Among the participants most of them were married ( $N = 35$ , (58.3%).

From table 1, it is observed that majority if participants had education up to secondary level,  $N= 29$ , (48.3%). Maximum number of participants was engaged in private jobs,  $N=22$ , (36.7%), and they belong to middle socio economic status,  $N= 26$  (43.3%) with an annual income of Rs.20,041 to Rs.33,240. A lack of socioeconomic resources is linked to the practice of riskier health behaviours, which can lead to the contraction of HIV. These behaviours include earlier initiation of sexual activity and less frequent use of condoms (Adler, 2006). Quality of life can be influenced by educational status and income as well (Wig, Lekshmi, Pal, Ahuja, Mittal, Agarwal. 2006). Furthermore, SES is a key factor in determining the QOL for individuals after they are affected by the virus. Those with fewer resources are often left with limited treatment options. This is also in consonance with our study, wherein the majority of the participants are not highly educated and have private jobs with low income. It is noticed that majority of people were settled in urban areas as their domicile,  $N=30$  (50%). In sub-Saharan Africa, the HIV/AIDS epidemic has historically concentrated in urban areas, where significantly higher HIV prevalence rates have been recorded than in rural areas (Thomas and Crewe, 2000).

Most participants had contracted HIV/AIDS through sexual intercourse,  $N=35$  (58.3%) with their partners (husband & girlfriends) but most of them took almost three to four years to seek medical treatment and counselling, ( $N= 73.2\%$ ). The predominant risk behaviour among psychiatric

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patients in India is unprotected heterosexual intercourse, which reflects the common mode of transmission in the country (Jayarajan, Chandra. 2010).

### **Effect of mental wellbeing on depression, anxiety and stress among PLWHA**

The study revealed that mental wellbeing is related to depression, wherein poor mental wellbeing leads to depression ( $r=0.36, p=.079$ ) in PLWHA.

Professor Sherr highlighted studies which show that people who are depressed are at greater risk of HIV infection in the first place. The available evidence demonstrates that people with depression are less likely to adhere to their HIV treatment; it also shows that depression can (independent of adherence) impact on disease progression, as poor mental health has been shown to increase the rate of immunological decline, so make their condition deteriorate faster than it would otherwise. In addition to negative mental health, there is a particular dearth of research on the effect of positive mental health on general well-being. Their recent UK study found that a high proportion of people living with HIV reported a range of symptoms and impacts which resulted from the psychological burden of living with HIV; these included lack of energy, difficulty concentrating, feeling irritable and nervous (Sherr L et al 2007). The study has found that mental wellbeing has a negative impact on anxiety ( $r= 0.013, p=.189$ ) among PLWHA. Negative mental wellbeing leads to increase in anxiety symptoms. Similar studies have found that many PLWHIV/AIDS can expect to experience depression and/or anxiety at different points in their lives. They show that depression is under-recognized in PLWHIV/AIDS, with less than 10% receiving treatment for their mental illness. They also show depression as a factor affecting adherence to HIV treatment (Starace, Ammassari, Trotta et al, 2007).

The study found that poor mental wellbeing tends to increase vulnerability to stress ( $f=.021, p=.138$ ) among PLWHA. Some evidence suggests that an accumulation of negative life events over several years of follow-up predicts worse AIDS related outcomes. For example, among HIV-positive men, each additional moderately severe event increased the risk of progressing to AIDS by 50% and of developing an AIDS related clinical condition by 2.5-fold. Moreover, stress has been found to influence the course of virally initiated illnesses to which persons with HIV are especially susceptible. (Cohen, Kessler & Gordon, 1995)

### **Effect of Quality of life on depression, anxiety and stress among PLWHA**

In the present study, signs of depression, anxiety and stress were related to lower scores in all domains of quality of life. It is noted that that a poor physical aspect of QOL ( $r=0.90, p=.011$ ) leads to increase in depressive, anxiety ( $r=.086, p=.013$ ) and stress ( $r=.057, p=.037$ ) symptoms among PLWHA and vice versa. The study indicates that a healthier physical self, minimizes the risks of distress, harbouring depressive tendencies and getting overwhelmed or anxious. Depression, anxiety and anger are emotions that sometimes coexist with physical illness, and may affect the individuals' functional performance, symptom, health perceptions and quality of life (Anderson, 1995; Moody, McCormick & Williams, 1990).

## **Impact of Mental wellbeing and Quality of Life on Depression, Anxiety and Stress among people living with HIV/AIDS (PLWHA)**

Many people living with HIV/AIDS find it challenging to attend to daily tasks of living, participate in moderate to vigorous physical activities or have sufficient energy and vitality to engage in an active social life while managing HIV/AIDS. Fatigue and low energy have been associated with both physical and psychological morbidity (Breitbart, Mc Donald, Rosenfeld, Monkman, Passik 1998) and poor QOL Zinkermagel, Ledergerber, Battegay, Cone, Vernazza, Hirschel 1999) in persons living with HIV/AIDS.

The study revealed that participants with impaired psychological aspects of quality of life tend to show greater anxiety ( $r = .150, p = .001$ ) and stress ( $r = .085, p = .013$ ) and vice versa. On psychological aspect of QOL, the study suggests that participants having self-realization of their potential, positive thinking, striving to find meaning in life, being emotionally stable in arduous circumstances and having ability to take decisions tend to reduce anxiety and stress and vice versa. Not many studies have been conducted on aforesaid factors. However, Nilsson Schönnesson and Ross (1989) had found in their study that existential issues invariably emerged in response to threats to physical and psychological survival. Applying this view among PLWHA, their sense of meaning of life may be shattered, and they would need to reconstruct new meanings that incorporate HIV and allied issues, and one can safely conclude that, factors enhancing quality of life would lead to reduction in stress and anxiety.

The study found that poor social relationships (QOL) tend to negatively affect the mental health of the PLWHA. This has a negative impact on depression ( $r = .113, p = .005$ ) anxiety ( $r = .257, p = .000$ ) and stress ( $r = .110, p = .006$ ). In addition, poor social functioning may be associated with greater use of avoidance coping strategies such as withdrawal and conflictual social interactions. Social isolation and conflictual social interactions have been shown to increase stress, resulting in poorer overall social functioning. (Nathabiseng et al 2005)

The study revealed that poor environmental aspect of quality of life too has a negative impact on depression ( $r = .044, p = .059$ ) and stress ( $r = .012, p = .194$ ). The more detrimental and hazardous is the environmental quality of PLWHA, the more they tend to experience depression and stress. Not having a stable relationship was associated with poorer quality of life in the social relationships and environment domains, which is consistent with other results reported in the literature (Passos & Souza, 2015).

Therefore the higher QOL of PLWHA in their physical, psychological aspects, maintaining positive social relationships and enriching environment would help them to overcome their illness and reduction in depression, anxiety and stress is observed and vice versa.

## **CONCLUSION**

The aim of the study was to study the impact of mental well-being and QOL on depression, anxiety and stress among PLWHA. A direct effect of mental wellbeing has been found on the depression, anxiety and stress among PLWHA indicating that poor mental wellbeing would lead to psychological distress and may result into disorders like depression and anxiety and vice

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versa. Majority of PLWHA, who had negative well-being, exhibit the above symptoms. The study also found direct impact of QOL on psychological distress, depression and anxiety among PLWHA i.e. poor QOL of PLWHA makes them more prone to and vulnerable to stress, depression and anxiety and vice versa.

### **Limitation:**

From the limitations, the study involved only 60 participants, which needs to be broadened to arrive at a more conclusive relationship between mental wellbeing and QOL with depression, anxiety and stress among PLWHA. Also, in order to protect the privacy of PLWHA, it was not possible to collect detailed data in relation to antiretroviral therapy.

### **Implications of the Study:**

Appropriate interventional strategy need to be addressed for improving mental wellbeing and QOL and alleviate depression, anxiety and stress among PLWHA so as to help them develop better coping strategy to deal with the disease and associated problems.

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## Personality Factors as Determinants of Interest among Adolescents

Dr. Bobinder<sup>1\*</sup>

### ABSTRACT

The objective of this study is the measurement of interest among adolescents. The incidental purposive sampling technique has been used in the present research. For the collection of data ten high schools and intermediate colleges of Baghpat and its surrounding areas were selected. For the convenience of statistical analysis equal number of 25 subjects in each of the 24 cells of 2x2x2x3 factorial setting was randomly pooled out. Thus, 600 subjects were finally selected for this investigation in which 300 subjects were general, 150 boys and 150 girls of rural and urban areas personality factors. Two tools were used (i) *Introversion Extroversion Inventory (IEI)* by Dr. P.F. Aziz and Dr. (Miss) R. Agnihotry was used for three traits of personality, (ii) *Multi-Factors Interest Questionnaire (MFIQ)* developed by Dr. S.D. Kapoor and Dr. R.N. Singh (1979). It provides scores on the eight factors of interest i.e., Business (Bu), Clerical (Cl), Agricultural (Ag.) Mechanical (Me), Scientific (Sc), Outdoor (Od), Aesthetic (As), and Social (So). The result show as that the role of environment as rural and urban is not affective on adolescents. The result of this study supports the conclusion of *Morgan (2002)*.

**Keywords:** Adolescent, Caste, Environment, Interest, Personality Factors, Sex

The meaning and definition of any term is arbitrary. This also holds true in terms of interests. Many psychologists have defined the term 'interests' in different ways. The term interest is very complex in nature. In psychology interest is generally defined in positive term one is interested in things which offer him pleasure or satisfaction and which hold attention offering a welcome challenge. Interest may be understood in goal-drive and tension reduction terms. Generally we define interest in an object, a person, an activity or a field of occupation as a tendency to give attention to it, to be attracted to it by to like it and to find satisfaction in it. Interests have assumed much importance in vocational and counseling psychology. Vernon and Allport (1961) and Thordike (1962) are among the earlier few to measure interests but they have used somewhat different methods. Adolescent interests have been widely studied by educationists and psychologists. Some outstanding books (Fryer D 1961, Strong 1975 and Dear Ley and Hagenah 1975), many significant monographs (Garretson 1960, Super 1970, Darley 1971, Earter 1974, Strong 1975, Barrett, et. al, 1972, Brogden 1972, Guilford 1994, Layton 1980) and a number of published researches (Berdie 1974, Super 1975, 1984) throw light on the various aspects of

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adolescent's interest. It has been claimed that increase in age, education and intelligence brings betterment to vocational interest and supernormal adolescents. Kauffman (1975) attempted to find a relationship between interest and chronological age but he found no relationship with purely chronological age. According to Darley and Hagenah (1975) personality (i.e., introverted, ambiverted & extroverted) leads to the development of interests, which in turn leads to the occupational choice. Huston (1971) observed low relationship between mental ability and announced interests.

### Personality Factors

Personality factors are measure effective determinants of the interest of any adolescents. Researcher adopted over have the personality dimension given by Carl Jung (1921, 1971) i.e., introverted, ambiverted and extroverted. When a man is born his mind is like a clear slate and he is surrounded by a big world, which exerts various influences on him. When a child groups up, he learns a lot by observing the people in his family and society. This leads to the formation of his habits and thereby his personality. In psychology, the term personality has many meanings. Personality is the most interested topic in psychology. Each of us has personality unique and distinct from every other person. By personality, we mean the sum total of ourselves and our behavior towards others in different situations of life. To be simple, personality is the behavior of the individual in a particular situation. In other words personality is a function of behavior and environment. Etymologically the word, personality has been derived from the Latin word '*persona*' which means 'to mask'. In this sense it referred to external appearance.

### Interest

Interest is the integral part of one's personality. It is an acquired trait from environment. Despite difficulties in reaching a consensus as to what interests are, how they develop and how best to classify them, psychologists have created a number of assessment tools for measuring them and the test-publishing industry has turned occupational interest inventories- the most common type of interest measure into a flourishing business. Decades of research have established interests as their own major psychological domain, comparable in scope and importance to abilities and personality traits. Assessment of interests has therefore become a main stay to many psychologists and allied professionals.

### Adolescence

Adolescence is the most important period of human life. A major part of a country's population ranges between the ages 13 to 21 yrs. The country's success in various field of life depends on the proper guidance of adolescents. Poets have described it as the spring of life of human being and an important era in the total life span. The word 'adolescence' comes from a Greek word 'adolescence' which means 'to grow to maturity'. A number of definitions have been given by psychologists from time to time. Some psychologists define it as the transitional period of life. The child experiences a number of changes in this transitional period. The period runs between



childhood and adulthood and is sometimes called the period of teenage. According to G-Stanley Hall (1947) "adolescence is a period of great stress and strain, storm and strike." In the opinion of Rebber (1995) "adolescence is the period of development marked at the beginning by the onset of puberty and at the end by the attainment of physiological or psychological maturity." Chronologically, adolescence comes roughly in between the years from 12 to the early 20 yrs. The one set of adolescence varies from culture to culture depending on socio economic conditions of the country.

### Caste

The caste i.e, difference based on race or birth, does have and an impact in psycho-social development adolescents. Dr. D.N. Majumdar and T.N. Madan consider caste a closed group.

### Sex

The role of sex is the most important in psycho social development of adolescents. It does not only physiologically but also anatomically. Sex role, which plays a major part in social behavior are established very early in life. In a new book, Eleanor Maccoby has concluded that many beliefs about the differences in both sexes are unfounded and are clearly misconceptions. Recent evidence suggests that many sex differences probably due to learning. Both factors like physiological and psychological are involved in sex role development.

### Environment

From the psychological view-point an individual's environment is related to all those stimuli which he confronts since the moment of fertilization till death. In other words, it influences all those factors which in any way influence an individual's development. Ordinarily, environment may be divided into two categories: the natural and the social. Natural environment is related to all those things on the earth which influence the development of an individual or living being. A difference is clearly visible in the standard of living, features, complexion etc, of people living in different environments. Behavior is interaction individual and environment. Indian social set up has two dimensions i.e., rural and urban. Rural areas which are not urban shall be treated as rural while all areas which were identified as urban at the time of the 2011 census or subsequently notified to be so are to be treated as urban.

## REVIEW OF LITERATURE

Ptacek, Smith & Zanas (1992,) Van Nieuwen huizen & De Ridder (1994) that girls are more likely to seek emotional and social support than are boys (Fryden berg & Lewis, 2003, Dudge 2004). Kulshrestha, Usha & Radha Kashyap (2007), studied some psychological correlates of clothing interest among adolescent girls of age ranging from 13 to 20 yrs. Result shows significant correlation of age self concept and locus of interest girls of 13 to 16 years have gender clothing interest in comparison to Girls of 17 to 20. It was also revealed that girls with

negative self concept and external locus of control express greater clothing interest. **Gray, Marefor, Roberts, Steinerg, Layrence (2007)** examined the links between adolescent involvement in romantic relationship and concomitant events within the parent-child relationship. The authors look first at the emergence of romantic interest as a developmental phenomenon in early adolescence, in a family oriented frame work, more specifically, they consider early adolescent romance in light of the parents role in the psychological, social and biological tasks of this period of adolescence. **Nirmala, Kaushik & Sunita, Rani (2008)** studied the impact of home environment and parent-child relationship on achievement motivation of adolescents. The study was conducted on boys and girls. Studies indicate that home environment and parent-child relationship affect the achievement motivation of the adolescents irrespective of their gender. The relationship between interests and sex has been the subjects of investigation by many psychologists and educationalists over the past forty years (**Terrance, 1961**) **Barrantes-Vidal Caparros & obials, (1999)** **Lee (2002); Baer (2005).**

Some studies have reported no significant sex differences on interest or significant interaction between sex and interst (**Guilford, Merrified; & Cox 1961, Sajjady Bafghi 1968, Rajskind Rapagna & Gold 1992, Lee 2002**). While others have found significant sex differences (**Bereiter, 1960, Mafccoby & Jacklin, 1974, Atkinboye, 1982, Khaleefa, Erdos & Ashira 1996**). Still those studies showing sex differences on interest did not agree and sometimes results were contradictory. For example some investigations reported that boys are more creative than girls (**Mari, 1982 Rajendran Krishnan, 1992, Khanem & Sen 1998**) and others reported that girls are more creative than boys (**Kugan, 1976, Richardson, 1984, Grothberg & Bodri 1991**). **Shu-Sheng Liaw (2011)** suggested that sex differences in engagement with and interest in computers are well documented as significant in attitudes toward computers. Essentially, male students have reported more positive feelings. Further, male students reported stronger motivation to play computer games than female students (**Chou & Tsai**). **However, Yang as Lester (2010)** stated there are no difference in graduate students attitudes toward computers in an institution in the northeastern USA. **I.P. Sharma (2002)** tested that all the three factors intelligence, interest and culture influenced the reactivity. Many of the researches based on interested measurement deal with personality factors as related to interest scores. Several researches describe the personality characteristics of men and women in various occupations. Some investigators have provided personality descriptions of normal personal scoring high or low on particular vocational interest.

**Javed, Abdul Kureshi (2010)** studied vocational interests of adolescents (arts, science and commerce) at graduate level. The sample comprised of 600 students (324 male and 276 female). The results shows that rural students were disinterested in agriculture and more interested in vocation connected with science while on the other hand students from arts and commerce faculties expressed high interest in persuasive and executive vocations. Other results shows that student of all three faculties showed little interest in social vocations while collar vocations were preferred by students, they showed low interest in vocations requiring physical labour.

**Shrivastava, Priyambada (2004)** studied whether cognitive style is related in any way two educational interest learning style and academic achievement. The sample of 600 students studying in class X in different higher secondary schools shows that students showed high interest in science and fine arts while they showed low interest in agriculture, commerce. Humanities, home science and technology. The other result show more students achieving high in literature, mathematics, and science, social and on overall achievement displayed FI cognitive style than those achieving low. **Pradhan, Nityanda (1995)** studied the vocational interest of higher secondary girl students in relation to their stream of study. The sample of the study comprised 150 girls (75 arts, 54 science and 21 commerce) studying in higher secondary classes. The result shows that there was significant difference among higher secondary girl students studying arts, science and commerce streams with regard to their interest in literary, scientific, social service, artistic, constructive and home management activities. While on the other hand there was no significant difference among higher secondary girl students studying in arts, science and commerce streams with regard to their interest in outdoor, mechanical, persuasive, clerical, administrative and teaching activities.

***Statement of the Problem:***

The present study has been titled as, "*Personality Factors As A Determinants of Interest among Adolescents.*"

**OBJECTIVES**

*The main objectives of the study are as follows-*

1. To compare the interest of general and reserved caste among adolescents.
2. To compare the interest of boys and girls among adolescents.
3. To compare the interest of rural and urban environment among adolescents.
4. To compare the interest of introverted ambiverted and extroverted personality factors among adolescents.
5. To determine the caste sex, environment and personality factors influence on the interest among adolescents.

***Hypothesis***

*The main null hypothesis of this study are follows-*

1. There will be no significant difference of caste in interest among adolescents.
2. There will be no significant difference of sex in interest among adolescents.
3. There will be no significant difference of environment in interest among adolescents.
4. There will be no significant difference of personality factors in interests among adolescents.
5. There will be no significant difference of caste sex, environment and personality factors in interest among adolescents.

***Variable Involved :***

*Dependent Variable :* Interest

*Independent Variable :* Personality, Caste, Sex, Environment

### *Procedure:*

Research scientists have opined that in research of social science the stage of data collection is the most crucial due to its far reaching effect in the outcome of the investigation. Thus, a well controlled methodological approach was observed in the procedure of data collection. In the first instance after the selection of schools/colleges, the principals were contacted to seek permission and cooperation as well as to fix the date, time and place for data collection. The students of class X, XI and XII were selected for the purpose. Investigators selected the students randomly from 12 to 20 years of required ages. The basis for the decision of age range was their school records.

### *Sample:*

The incidental purposive sampling technique has been used in the present research work. For the collection of data. High schools and intermediate colleges of Baghpat and its surrounding areas were selected. These colleges are having co-ed/non co-ed educational pattern, rail/road approach for transportation with rural/urban background or life-style. The target population was distributed in ten high schools and intermediate colleges. From these selected high schools and intermediate colleges, students having adolescent age i.e., 12 to 18 years (**Bauverne L.E. and Ekstrand, B.R. 1982**) were incidentally selected. For the convenience of statistical analysis equal number of 25 subjects in each of the 24 cells of 2x2x2x3 factorial setting were randomly pooled out. Thus, 600 (25 x 24 cells) were finally selected for this investigation in which 300 subjects were general, 150 boys and 150 girls from rural and urban areas with equal number of introverted, ambiverted and extroverted i.e., 75 subjects rural and urban containing 150 boys and girls and 75 students with same number of personality factors.

### *Tools:*

Two tools were used (a) Introversion Extroversion Inventory (I.E.I.) by Dr. P.F. Aziz and **Dr. (Miss) R. Agnihotry** was used for three traits of personality. These factors have been referred by psychologist (C.G. Jung 1923) to come near for covering the total personality structure. It contains 60 items with two alternative answer patterns (Yes/No) Three primary dimensions (introverted, ambiverted and extroverted) are analysed in this study. It has been duly emphasized, that all items have to be answered either in the positive or in the negative (in 'yes' or 'no') and that no question will be skipped (b) Multi Factor Interest Questionnaire (M.F.I.Q) by **Dr. S.D. Kapoor and Dr. R.N. Singh (1979)** was used. It provides scores on the eight factors-Business (Bu), Clerical (Cl), Agriculture (Ag), mechanical (Me), Scientific (Sc) outdoor (od), Aesthetic (As) and Social (So). These 66 items were randomly mixed and printed in a booklet with two buffer items One in the beginning and other at the end. In each item specific situation of real life was given and the subjects were required to tell what he/she will like to do in that given situation. Each was attached with three alternate responses of which only one was appropriate to the specific factor. Response was assigned a score of 0, 1 and 2.

## Personality Factors as Determinants of Interest among Adolescents

### Reliability of the Sample-

*Table No. 1. Comparison of sub-sample and the main sample-*

N <sub>1</sub>	N <sub>2</sub>	M <sub>1</sub>	M <sub>2</sub>	SD <sub>1</sub>	SD <sub>2</sub>	t-value
150	600	58.54	57.76	13.9	12.49	.629 NS

*Table No. 2. Skewness and kurtosis in the sample for composite interest scores on MFIQ-*

	Value	Description	Result
Skeuness	-.259	Negative	N.S.
Kurtosis	+.237	Leptokurtic	N.S.

### Reliability

*Table No. 3. Reliability of the Inventory-*

Method	N	r	Index of reliability	SE Mean
Test-retest	361	.91	.95	4.50

### Validity

*Table No. 4. Validity of the Inventory-*

Method	N	r	Significant
Cross-validity	288	.67	.01

### Reliability

*Table No. 5. Various types of reliability co-efficient of MFIQ factors-*

Factor symbol	Repeat reliability co-efficient	Split half reliability co-efficient	Equivalent from co-efficient
Bu	.60	.58	.65
Cl	.50	.59	.68
Ag	.52	.63	.84
Me	.42	.48	.70
Sc	.45	.58	.60
Od	.55	.56	.72
As	.40	.47	.63
So	.52	.80	.68

## Personality Factors as Determinants of Interest among Adolescents

### Validity

*Table No. 6. Validity index derived on this basis are given below-*

Factors	Bu	Cl	Ag	Me	Sc	Od	As	So
Indexes	.76	.77	.79	.69	.76	.75	.69	.89

*Table No. 7. The ANOVA Summary of the Total-*

Source	Ss	df	MSq	F	L.S
Caste	1630.210	1	1630.210	12.480	**
Environment	21.290	1	21.290	0.1630	**
Sex	1085.420	1	1085.420	8.3100	-
Personality Factors	4297.720	2	2148.860	16.450	**
C. x En.	0.603	1	0.603	0.0046	- -
C. x Sex	667.820	1	667.820	5.120	*
C. x P.F.	402.260	2	201.130	1.540	- -
En. x Sex	2171.780	1	2171.780	16.620	**
En. x P.F.	237.820	2	118.910	0.910	-
Sex x P.F.	478.360	2	239.180	1.840	-
C. x En. x Sex	1380.040	1	1380.040	10.570	**
C. x En. x P.F.	256.020	2	128.010	0.980	-
C. x Sex x P.F.	3055.970	2	1527.990	11.6980	**
En.x Sex x P.F.	838.930	2	419.470	3.220	*
C.x En.x Sex x P.F.	2206.360	2	1103.180	8.450	**
With-in Treatment	75240.640	576	130.630	-	-
Total	93970.625	599	-	-	

[\*\* Significant at .01 level], [\* Significant at .05 level]

## RESULT AND DISCUSSION

The study of interest has been conducted with the help of multi-factor interest questionnaire of adolescents which was originally developed to measure adolescents across interest and it consists of eight sub-areas. The MFIQ data indicate an inverse relationship between general caste and reserved caste adolescents. General adolescents differ with respect to the total interest pattern and are found superior to reserved adolescents. A detailed analysis of interest on eight sub-areas reveals that the relative difficulty was more for reserved adolescents. In other words, reserved adolescents have low interest in sub-areas on business, clerical, agriculture, scientific, social and interest pattern. However in our research the role of environment as rural and urban is not affective for any type of adolescents.

Thus, we can say that the interest is independent of the effect of environment. Sex is a phenomena of socio-psychological variation which is determined through anatomical physiological frames. Interest in terms of complex conceptualization has been found more

developed in boys (**Withkin et al. 1982**). Our findings resemble **Morgan, (2002) Sarson (2002)**. According to them boys are more interested and they show better interest. We have some new addition in our investigation such as boys are more interested than girls in the business agriculture, scientist, outdoor and interest pattern. This result does not support the conclusion of **Kaur (1982)**. They have observed the superiority of boys to girls in their interest in the field of eight sub areas of interest. The findings of this investigation extend the conclusion of **Jung (1971)**. He has opined that the interest efficacy is correlate of personality factors. On all eight sub-areas of multi-factors interest questionnaire of general adolescents of boy introverted and extroverted have been found superior than reserved caste adolescents. The result of this study is supporting the conclusion of **Morgan (2002)**. He has found interest as a predominant factor of adolescents Our findings related to M.F.I.Q. performances reveal that general caste has its facilitating impact on the personality factor of the adolescents. Thus, general caste adolescence have a superior interest towards the major personality factor. In the present study, sex has played a decisive role in the differential development of some leading interest. Boys are superior in business, clerical agriculture, science, outdoor and interest pattern. The pattern of personality, general introverted and extroverted adolescents shows the high interest on clerical and science, while it shows the low interest of ambiverted pattern of personality. But general adolescents of personality pattern show the low interest on social sub-area and reserved adolescents of pattern of personality show high interest in social sub-areas. Thus, it is clear from the perusal of he discussion of result about interest of general and reserved caste adolescents, that they are a typically sensitive to the caste, sex and personality pattern.

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## **To Explore the Loneliness as It Related To Personality Traits among Emerging Adults Studing Medicine**

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### **ABSTRACT**

Emerging Adulthood studying medicine, between the age of 18 and 25 as, a distinct developmental stage extending from adolescence to young adulthood. In literature, there is any study which includes the relationship between emerging adult's loneliness and personality traits. Therefore, the relationship between emerging adults studying medicine loneliness and personality traits has to be investigated. This study examines the association between personality traits in terms of Neuroticism (N), Extraversion (E), Openness to experience (O), Agreeableness (A) and conscientiousness (C) and loneliness among emerging adults studying medicine. A total of 100 (50 boys and 50 girls) emerging adults completed the NEO-Five factor inventory (NEO-FFI) and the loneliness scale. Correlation Analysis showed that three Big five personalities dimension which Neuroticism (positively) and extraversion and agreeableness (negatively) correlated emerging adult's loneliness. Further, t-test result showed that there is a significant difference in boys and girls studying medicine on loneliness, neuroticism, extraversion and agreeableness, whereas openness and conscientiousness the results showed no significant difference between two groups.

**Keywords:** *Loneliness, Personality Traits, Emerging Adults, Studing Medicine*

There is a general consensus that over the past two decades, social, economic and demographic changes have altered the life course trajectories of young people between their early teens and late twenties. (Arnett 2006a) and becoming an adult takes longer time today than in previous decades (Arnett 2004) due to changes in life conditions change the life phases. During the last 50 years, there have been changing trends in the transition to adulthood and rules of individuals especially 18-29 years old (Arnett 2003). The changing trends in the transition to adult hood especially in the developed countries led to new conceptual motions as well. The most influential one is probably “emerging adulthood” which is characterized by young people's exploration of various possibilities in love, work and identity (Arnett 2000).

Emerging adulthood, between the ages of 18 and 25, as a distinct developmental stage extending from adolescence to young adulthood and it may not be a universal period; thus, it may vary

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across cultural groups. The main distinguish features of emerging adulthood are: (i) it is the age of identity explorations, of trying out various possibilities, especially in love and work (ii) the age of instability (iii) the most self-focused age of life (iv) The age of feeling in-between, in transition, neither adolescent nor adult and (v) the age of possibilities, when people have an unparallel opportunity to transform their lives. During the emerging adulthood years, young people must accomplish some important developmental tasks. In general, the ages between 18 and 25 are a period of completing school, establishing occupations, and creating new households (Cheah and Nelson, 2004). During these years, young people become less dependent on their parents and become gradually an adult (Arnett 2006b) and must obtain education beyond high school to attain employment sufficient to support themselves and any dependents. In addition, young people develop the social skills during this period of time (Arnett, 2007a). These developmental tasks may bring “loneliness” which is very influential on emerging adult’s daily life in its wake. Loneliness, a common psychological problem, is typically defined as the unpleasant experience that occurs when person’s network of social relationships is deficient in some important way, either qualitatively or quantitatively; can be linked to anxiety, reduced social competence and suicide risk (Cacioppo, Hawkley, Berntson, Ernst, Gibbs, Stickgold and Hobson, 2002).

The effect of loneliness is very adverse. Sometimes, it becomes a serious, life threatening condition. It is a major risk factor in artery erosion, high blood pressure, and stress-related conditions such as heart disease, hypertension, obesity and stroke. Loneliness can play a part in alcohol or drug use in emerging adults. A lack of social connection is directly linked to several forms of anti-social, social isolation, delinquent behavior and self-destructive behavior most notably. In both child and adults, loneliness often has a negative impact on learning and memory. It can have deviating effect on sleep patterns, and thus on the ability to function in everyday life. Personality traits are stable and highly important compositions in people’s life (Mc Crae, John, 1992).

Personality traits may effect on perceived support from social relationships, and also individual loneliness. Since personality is the one psychological concept which embraces all functions of the individual has become the basic integrating concept of psychology. Each theory or school of psychology gives a different approach to the personality, yet all agree in placing it as the keystone in the study of psychology. The very comprehensive nature of personality makes it inevitable that different investigations approach it in different ways. The individual reveals his personality through purposive acts, ambitions and life plans and also through his feelings, physique, skills, interests, habits his ideas about himself about his out ward appearance. It is also reveals as, the manner in an inner life as personality is organized psychologically in an inner organization of emotion, value and beliefs which determine ones effectiveness with other individuals (Baron, Byrne and Kantowitz, 1977).

One important consideration when describing loneliness is that of individual differences Dominant theoretical approaches within the field all emphasize the value of personality

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characteristics in explaining the unpleasant experience of loneliness and the associated deficiencies of lonely persons, social relationships. Drawing on psychodynamic theory, the social needs approach (Fromm-Reichmann, 1959 and Sullivan, 1953) argues that loneliness arises from an inability to fulfill social relationships due to personality traits and intrapsychic conflicts. The aforementioned are assumed to be formed by early childhood experience with parents who failed to satisfy the child's basic needs of human intimacy. The interactionist approach agrees that loneliness arises from inter play between personality factors (e.g. extraversion), cultural factors and situational factors (Weiss, 1973, Weiss, 1982). Both the social needs approach and the interactionist approach is related to Bowlby's (1969, 1973) attachment theory, which has inspired studies that have associated loneliness in adolescence and adulthood with disrupted or insecure attachment styles (Di Tommaso, Brannen-McNulty, Ross, and Burgess, 2003; Hecht and Baum, 1984). Finally, the cognitive approach views loneliness as the result of a discrepancy between the interpersonal relationships, which one perceives they have, and the interpersonal relationships which one wishes to have (Peplau, Miceli, and Morasch, 1982). This approach additionally highlights low self-esteem and an internal, stable attribution style as predictors of loneliness.

Many researchers pointed out that loneliness is experienced more intensively in adolescence rather than the other developmental stages of life (Russell, Cutrona, Rose and Yurko, 1984). Researchers of adolescent's loneliness showed that loneliness is related with depression and low self-esteem, loneliness is linked with suicide and, adversely correlated with life satisfaction, academic failure, alcohol or drug use, and social isolation, low peer acceptance, peer rejection, self-disclosure, and intimacy. In adulthood, loneliness is associated with the lack of ability to develop intimate relationships (Wittenberg and Reis, 1986).

The importance of personality characteristics in loneliness gains support from a wealth of studies. In line with other researchers (Asendorpf and Van Aken, 2003), studied distinguished between stable core personality characteristics and less stable surface personality characteristics. The result has repeatedly related two main core personality characteristics to loneliness: extraversion and neuroticism (Hamburger and Ben-Artzi, 2003). Studies with adolescent samples that have investigated loneliness and the two personality components typically find effect sizes in the range of .09 to .25 (Asendorpf and van Aken, 2003; Neto and Barros, 2000; Wilson, Sibanda Sibanda, and Wilson, 1989). A meta-analysis of 30 adolescent samples (Mahon et al., 2006) indicated that the relationship between self-esteem and loneliness were in the range of a high medium effect size within this age group. Upadhayay and Khokhar (2006) in this study aim to know the effect of personality traits on the perception of perceived loneliness in unemployed youths. The clear demarcations were observed in the groups of different levels of personality traits on perceived loneliness.

In a recent study (Cacioppo et al., 2006), negative mood, anxiety, anger optimism, self –esteem and social support were all associated with loneliness independent in undergraduate students. However, in the same study, avoidant thinking, positive effect, fear of negative evaluation, and

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social skills failed to be associated with loneliness when the personality variables served as covariates, indicating that the extent to which loneliness is functionally independent of personality may vary in relation to different affective, cognitive and behavioral features.

Studies have been shown that males and females have different social needs and friendship structure (Inderbitzen – Pisaruk, Clark and Salona, 1992). For instance, adolescent's girls have more intimate friendships than boys. These findings show that there may be gender difference in the variables that are associated with adolescent's loneliness. (Inderbitzen Pisareek et al., 1992) found that self-esteem, social skills and non-interpersonal controllability predicted loneliness in boys, where as social anxiety, social skills and interpersonal stability predicted loneliness in girls. Also, research has reported that male college students report a greater association between loneliness and negative self-perceived likeability than that reported by females (Schultz and Moore, 1986). Moreover, some studies suggest that there is a greater association between loneliness and distress (e.g. mild depression and psychosomatic complaints) among male than female adolescents (Koenig and Abram 1999). Studies that have investigated gender differences in the relationships between loneliness and extraversion and neuroticism have revealed inconclusive results (Saklofske, Yackulic and Kelly, 1986; Saklofske and Yackulic, 1989).

In a nutshell, studies that compare the different impact of personality characteristics on gender and loneliness are rare and inconclusive. These two main subjects are important not only for adolescent's life but also emerging life. The present study is to explore the loneliness as it related to personality traits in terms of Neuroticism (N), Extraversion (E), Openness to experience (O), Agreeableness (A) and Conscientiousness (C) among emerging adults studying medicine.

### **AIMS AND OBJECTIVES:**

The present study is an attempt to explore the loneliness as it related to personality traits in terms of Neuroticism (N), Extraversion (E), Openness to experience (O), Agreeableness (A) and Conscientiousness (C) among emerging adults studying medicine and the study has the following objectives:

- To see the relationship of loneliness and personality traits in terms of Neuroticism, Extraversion, Openness to experience, Agreeableness and Conscientiousness.
- To see the difference among boys and girls on the variables i.e. loneliness, Neuroticism, Extraversion, Openness to experience, Agreeableness and Conscientiousness.

### ***Design:***

In the present study, correlation design was used in order to explore loneliness among emerging adults studying medicine and to see the relationship of loneliness with personality traits in terms of Neuroticism (N), Extraversion (E), Openness to experience (O), Agreeableness (A), conscientiousness (C). Further, T-test was computed to see the significant difference between girls and boys studying medicine on these variables.

***Participants:***

In total hundred participants constituted the sample 50 boys and 50 girls of age 18-25 years studying medicine in Indira Gandhi Medical College (IGMC) Shimla and Medical College Tanda selected for the present study who gave their consent to participate in the present study.

***Tools Used:***

In this present study, loneliness scale was developed in English following the line of Asher et al, 1984. To assess the personality traits i.e. Neuroticism, Extraversion, openness to experience, Agreeableness and conscientiousness Big five inventory (NEO-FFI) used, developed by costa and Mc Crae in (1992).

## **RESULTS**

*The result of the present study showed that:*

- The scores of Neuroticism are significantly and positively correlated with the scores of Loneliness in both the groups of boys and girls as well in the whole sample of emerging adults studying medicine.
- Whereas the scores of extraversion are significant but negatively correlated with the scores of loneliness in both the groups of boys and girls and in the whole sample of emerging adults studying medicine.
- The result also showed the significant and negative correlation between the scores of agreeableness and loneliness in the boys and as well in the total sample but no correlation has emerged between the scores of agreeableness and loneliness in the girls of emerging adults studying medicine.
- No significant correlation has emerged between openness and loneliness and as well as between Conscientiousness and loneliness in both the groups of boys and girls and in the whole sample of emerging adults studying medicine.
- The result also showed the significant difference between boys and girls on their scores of loneliness, Neuroticism, Extraversion, Agreeableness.
- There is no significant difference observed on the scores of boys and girls on Openness and Conscientiousness between both the groups.

## **DISCUSSION**

Correlation Analysis results showed that Neuroticism is positively and significantly correlated with loneliness in boys, girls and as well as total sample studying medicine. This showed Neuroticism is significantly and positively related to loneliness. Further, the result of t-test showed that there is significant difference between boys and girls on the score of Neuroticism and as well as on loneliness and the mean value of neuroticism and loneliness is higher in case of girls than boys. This has resulted in higher loneliness among girls then the boys as they have higher score on neuroticism then boys. This conforms the direct relationship of loneliness and neuroticism i.e. higher the neuroticism higher the loneliness. The results of earlier studies corroborate the result of present study directly and indirectly. Atak (2009) study examines the

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association between neuroticism and loneliness among Turkish emerging adults. The results showed that neuroticism is positively and moderately correlated with loneliness. Eysenck and Eysenck (1975) women tend to score higher than man on Neuroticism. Cacioppo et al., (2006) studied negative mood, anxiety, anger, optimism, self esteem and social support were all associated with loneliness. Thus, results conforms that neuroticism is significantly and positively related to loneliness among emerging adults studying medicine.

The correlation Analysis results further revealed a significant correlation of Extraversion with loneliness, but the magnitude of direction is negative in case of boys, girls and as well as in total sample studying medicine. This show that extraversion is significantly and negatively related to loneliness. In addition the result of t-test revealed a significant difference between boys and girls on Extraversion and loneliness. The mean value of extraversion is higher in case of boys than girls but the mean value of boys is lower in case of loneliness than the girls. This shows that higher extraversion is indicating lower loneliness among boys than the girls and lower extraversion indicating higher loneliness among girls than the boys. Thus, showing higher the extraversion lower the loneliness among boys and lower the extraversion higher the loneliness in girls. Hence, conforms the negative correlation of loneliness and Extraversion among emerging adult studying medicine. The results do find support from the earlier evidence directly or indirectly. Asendorf and Van Aken (2003) study distinguished stable core personality characteristics and less stable surface personality characteristics. The result has repeatedly related two core personality traits Extraversion and neuroticism characteristics to loneliness. In an undergraduate study using multiple regressions but the independent contribution of neuroticism was larger than of extraversion (Stoke 1985). The relationship between extraversion and loneliness has been found to be mediated by social networks variables indicating that extraverts are less lonely because they have large networks. Thus, conforms that extraversion is significantly and negatively related with loneliness among emerging adults studying medicine.

In Agreeableness the Correlation Analysis result showed negative and significant correlation with loneliness in boys and total sample studying medicine but the relationship has not come out significant in case of girls. Further, t-test result showed that a significant difference in boys and girls on Agreeableness and the mean value of agreeableness is higher in boys than girls whereas, the mean value of loneliness is higher in girls than boys. Thus, showing higher the agreeableness lower the loneliness among boys and lower the agreeableness higher the loneliness in girls. Hence, the result of present study indicates agreeableness is negatively and significantly related to loneliness in case of boys and total sample. The results do find support from the earlier evidence directly or indirectly. Atak (2009) studied the association between Agreeableness and loneliness Capsi (2000) studied lonely people may have less rewarding interaction with may have less extensive social network from which they receive support and girls have less social network than boys. Therefore, extraversion and agreeableness may influence loneliness negatively by allowing more effective use of social support as a coping strategy. Hence,

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conforms that agreeableness is negatively and significantly related with loneliness among emerging adults studying medicine.

The co relational Analysis result showed that openness to experience and conscientiousness is not significantly correlated with loneliness in boys, girls and total sample studying medicine. Further, there is no significant difference found in boys and girls on openness to experience and conscientiousness. Thus, this shows that openness to experience and conscientiousness are not related with loneliness among emerging adults studying medicine.

Hence, result of the present study conforms that Neuroticism is significant and positively related to loneliness among emerging adult's studying medicine whereas the extraversion as well as agreeableness is significantly and negatively related with loneliness among emerging adult study medicine. And there is significant difference between boys and girls on Neuroticism, Extraversion, agreeableness and as well as loneliness among emerging adults studying medicine.

There can be possible explanations as to why extraversion and agreeableness demonstrated a significant negative relationship with loneliness, and neuroticism demonstrated a significant positive relationship with emerging adult's loneliness in this study. People who were reporting high levels of neuroticism, a trait defined by its lack of emotional stability and optimism and noted by high levels of guilt proneness, psychosomatic concerns and worry, may be expected to describe higher level of loneliness. As regards this expectation, it was found that people higher in neuroticism experienced more negative emotions in a longitudinal study (Diener and Diener 1995). Briefly, it can be said that people who are extraverts and agreeable can feel themselves less lonely than the others; and also people who are more neurotic feel more loneliness than other (Costa and Mc. Crae 1980). Inderbitzen – Pisaruk, Clark and Salana, 1992. For instance, adolescent's girls have more intimate friendships than boys. These findings show that there may be gender difference in the variables that are associated with adolescent's loneliness. (Inderbitzen Pisareek, Clark and Solana 1992) found that self esteem, social skills and non-interpersonal controllability predicted loneliness in boys, where as social anxiety, social skills and interpersonal stability predicted loneliness in girls.

“Instability” is one of the most important features of emerging adulthood stage (Arnett 2000). The exploration of emerging adults and their shifting choices in love and work make emerging adulthood an exceptionally full and intense period of life but also an exceptionally unstable one. The best illustration of the instability of emerging adulthood is in how often they move from one residence to another. It makes emerging adulthood an unstable time, but it also reflects the explorations that take place during the emerging adult years. Emerging adults rarely know where they will be living from one year to the next. This instability may bring neuroticism, thus loneliness in its wake in emerging adulthood. In emerging adulthood years, people have a life plan, and these plans may change plenty of times during the emerging adulthood. For instance, emerging adults move in with a boy friend or girl friend and start to think of the plan as founded on their future together, only to discover that they have no future together. These changes are a

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natural consequence of their explorations; and the instability of emerging adulthood is not easy for them. In emerging adulthood stage, the problems of adolescence diminish, but instability replaces them as a new source of disruption (Arnett 2003). Generally, judging from the results, it can be said that these features of emerging adulthood may affect loneliness in emerging adulthood.

Loneliness fills emerging adults with so many negative emotions like anger, anxiety, bitterness, boredom, depression, embarrassment, fear, guilt, frustration, hate, Jealousy, panic, self-pity and suffering and these consequence further lead into psychoses, manic depression, conduct disorder etc and they start indulging in so many crimes like robbery, physical fights, alcohol and drug abuse etc. So there is a need to look over loneliness seriously to save the present and future of such emerging adults. Hence there is a high need to study loneliness and to understand loneliness and its impact on the emerging adults, who are the future of the nation and society at large.

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## Training Wise Professional Adjustment of Teachers

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### ABSTRACT

Training wise professional adjustment status of teachers was examined by the investigator on a sample of 792 teachers. Teachers have been classified into two categories viz. trained and untrained teachers. To evaluate the status of professional adjustment of teachers, a tool viz. "Manual on Teachers Professional Adjustment" was used which was prepared and standardized by the investigator. The reliability and validity of the tool were found 0.89 and 0.66 respectively. On the basis of percentile rank and professional adjustment scores, professional adjustment status of teachers have been classified into three levels viz. well-adjusted, average-adjusted low-adjusted. Analysis of data was done by t-test and  $\chi^2$  test through SPSS version 13.0 and Prism 3.0. This study reveals that there is no significant difference between professional adjustment of trained and untrained teachers. But, there is significant difference of proportions (percentages) between trained and untrained teachers at three levels of professional adjustment. In well adjusted level, highest percentage is of trained teachers, while lowest percentage is recorded for untrained teachers. In mediocre group, higher proportion is reported for untrained teachers, while lowest proportion is recorded for married teachers. The trained teachers are ahead of others in low adjusted count, while untrained group to be lowest.

**Keywords:** Professional Adjustment, Teacher, Training status, Adjustment level

Psychologists use the term 'adjustment' for varying conditions of social or interpersonal relations in the society. Thus one sees that adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be external or internal to which the individual has to react. When the life of a child is observed, he is asked to do this and not that, he has to follow certain beliefs and set of values which the family follows and thus his personality develops in the continuous process of interaction with his family environment. There are other demands which may be termed as internal as hunger, water, oxygen and sleep etc. If the individual does not fulfill these internal demands, he feels uncomfortable. These physiological demands go on increasing and become more and more complex. These two types of demands sometimes come into conflict with each other and resultantly make the adjustment a complicated proves for the individual.

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## Training Wise Professional Adjustment of Teachers

Professional adjustment means being adjusted to his profession. The person must have in- depth liking, awareness of pros and cons of his profession. Liking not only by its exterior appearance but also by work culture, duty hours, hardship and nature of working is vital. For example, a person is very much interested in teaching profession observing the prestige and comfortable life of teachers. No sooner does he join, than he starts feeling uncomfortable because his presentation is not good enough, and he is unable to teach especially academically weak students. Though he has sound knowledge in his subject area, he is devoted to his profession yet he may dislike it. For example a person is very much interested in army viewing the dress and discipline. No sooner does he join the army than he is terminated from services because he is unable to cope up the hardship of army.

**Hurlock** in his book “*Adolescent Development*” has mentioned twenty qualities of a well adjusted person given by **Lawton**. The important one can be elaborated as –

- Well adjusted person is happy and has an effective personality.
- He is getting the satisfactions he needs.
- He is only rarely troubled by unpleasant emotions.
- Change is not a source of great discomfort to him. His frustration does not leave him embittered and disagreeable and without the dissatisfaction, he needs.
- He is not bothered by suspicious self mistrust, worry or prolonged regret and self condemnation over the minor mistakes, he makes.
- The well-adjusted person also makes others happy.
- He is friendly and possessed with friends.
- He is happy and optimistic.
- He is not aggressive and unkind.
- He is not easily depressed and does not loose temper easily.

**Shaffer** has defined maladjusted behavior in terms of non-integrative behavior, to quote him.....

*“Maladjusted or inadequate behavior can be defined more precisely as non-integrative, unable to resolve his present conflict, the than finds other tension reducing outlets.”*

Studies by **Naidu (1974)** and **Bhandarkar (1980)** admit the positive contribution of the training process and programmes in the development of professional attitude and spirit. **NCERT (1971)** however concedes this hesitatingly and continuously.

### OBJECTIVE

- To investigate and compare professional adjustment status of trained and untrained teachers
- To ascertain and compare proportions of level of trained and untrained teachers at three levels of professional adjustment.

### *Hypotheses*

- There will be no significant difference between means of professional adjustment status of trained and untrained teachers.
- There would be no significant difference between proportions of trained and untrained teachers at three levels of professional adjustment.

## **METHODOLOGY**

### *Population*

This study was confined to the teachers of private (recognized and non-recognized) and government primary to junior, secondary to higher secondary schools and higher and technical education teachers of Uttar Pradesh (INDIA) constitute the population of the study.

### *Sample*

The sample of the present study consists of 792 teachers from pre-primary to higher education stage selected from ten districts of Uttar Pradesh. Out of 792 teachers, 414 were trained teachers and 378 were untrained teachers. However he had to resort to stratified random method whereby the institutions of various levels were selected by computer determined randomness and the teachers were selected by the cluster system.

### *Tools*

Teachers Professional Adjustment Inventory (TPAS) was constructed and standardized by the investigator. This scale has 100 items; this test was standardized on a sample of 792 teachers from pre-primary to higher education stage. Its validity was found to be 0.66, while reliability was found to be 0.799 and corrected by Spearman Brown prophecy formula, then, it was found to be 0.89. Norms were calculated on the basis of percentile rank and three broad and distinct levels of professional adjustment viz. well-adjusted, average-adjusted and low-adjusted were ascertained.

### *Statistical Analysis*

Teachers professionals adjustment scores (TPA scores) of two groups were compared by t-test. The proportions between groups were compared by  $\chi^2$  (chi square) test. A two-tailed ( $\alpha=2$ )  $p<0.05$  was considered statistically significant. Analysis was done on Graph Pad Prism 5.0.

### *Data Analysis and Interpretation*

In this study, significance level of mean difference between trained and untrained teachers has been tested.

## Training Wise Professional Adjustment of Teachers

**Table-1, Assessment Summary ( $\bar{X} \pm SD_N$ ) of teachers professional Adjustment**

**Scores of two groups**

		Trained	Untrained
$(\bar{X} \pm SD_N)$		(47.51 $\pm$ 19.02 <sub>414</sub> )	(47.06 $\pm$ 17.31 <sub>378</sub> )
<b>t- value = 0.35, p- value = 0.72</b>			

In **Table 1**, (t-value=0.35, p-value=0.72) reveals that there is no significant difference between mean values of trained and untrained teachers. The observed difference between mean scores could be by chance. Thus, there is no real difference between professional adjustment of trained and untrained teachers.

The process of training and all that goes with it- selection procedure- theory and practical work, subsequent placement strategy etc is unable to make the trained group feel any better adjusted professionally than their untrained colleagues at work with them, despite the pay packet differences that accompany their identical working conditions.

**Table-2 , Comparison of level of professional adjustment by Training of the teachers**

Training status	No. of teachers	Level of professional adjustment					
		Low adjusted		Average adjusted		Well adjusted	
		No.	%	No.	%	No.	%
Trained	414	66	15.9	272	65.7	76	18.4
Untrained	378	56	14.8	276	73.0	46	12.2

$\chi^2=6.60$ ,  $p=0.04$  (Significant)

Examination of the **Table 2** reveals that  $\chi^2$ -value ( $\chi^2 = 6.60$ ,  $p = 0.04$ ) for difference between proportions (percentages) among three groups of teachers are significant statistically at three levels of professional adjustment.

In well adjusted level, highest percentage (18.40%) is of trained teachers, while lowest percentage (12.20%) is recorded for untrained teachers. In mediocre group, higher proportion (73%) is reported for untrained teachers, while lowest proportion (6.70%) is recorded for married teachers. The trained teachers (15.90%) are ahead of others in low adjusted count, while untrained group to be lowest. (14.80%)

The picture as described in this foregoing paragraph is also borne out by the proportionate number of teachers under trained vs. untrained categories. The differences are very nominal so far as their percentages are concerned under Well-adjusted, Average adjusted and Low adjusted status groups. This might be a rather discomforting position for educational set up as a whole but the observed mark is patently reinforced by analysis of results separately for the two forms and also for their combined whole.

### *Findings*

- Similarly, the professional training of different kinds, B.T.C, B.Ed., L.T., C.T. Special training for the handicapped or mentally retarded etc. does not facilitate the growth of professional adjustment among the trained teacher groups. It clearly indicates the ineffective role of all such training schemes and programmes in producing the symptoms of professional adjustment. Though by itself the training factor leads to no betterment in professional adjustment status it proves definitely more effective when combined with postgraduate qualifications of the general academic achievement. That again strongly suggests choosing of prospective teacher training cadets from among the postgraduate qualified lot.
- But, there is significant difference of proportions (percentages) between trained and untrained teachers at three levels of professional adjustment. In well adjusted level, highest percentage is of trained teachers, while lowest percentage is recorded for untrained teachers. In mediocre group, higher proportion is reported for untrained teachers, while lowest proportion is recorded for married teachers. The trained teachers are ahead of others in low adjusted count, while untrained group to be lowest.

## CONCLUSION AND IMPLICATION

It may sound strange and even alarming that the teachers with different kinds of professional training are not significantly different in professional adjustment aspect from their untrained colleagues. Leaving aside the comparable percentage of the very well adjusted and the quite well adjusted sectors of professional adjustment territory, the not well adjusted or inadequately or poorly adjusted section includes 15.9% of the trained teachers versus 14.8% of the untrained teachers. Training effort has hardly done any job in producing or preserving the professional adjustment syndrome among the teacher community. Hence the urgent need for immediate reform in the professional preparatory programs from that point of view. The training is observed to make a greater impact when combined with higher academic qualifications e.g. post graduate and doctoral etc. This becomes amply clear in comparing their professional adjustment condition with the trained and untrained graduate and under graduate teacher groups.

### *Acknowledgment*

I am thankful to Mr. M.P.S. Negi, statistical consultant, National Botanical Research Institute, Lucknow and Mr.Mishra of King George Medical University, Lucknow for his valuable statistical assistance.

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## **An Exploration of Life Satisfaction, Psychological Distress and Psychological Well-being among College Students**

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### **ABSTRACT**

The present study was carried out to explore life satisfaction, psychological distress and psychological wellbeing in a sample group of 100 college students. The sampling technique involved was purposive and the tool adopted to measure the mentioned constructs was Mental health inventory (MHI-38) developed by Davies AR, Sherbourne CD, Peterson JR and Ware JE (1998). The data collected was carefully scrutinized and condensed into excel sheet so that all information could be brought into proximity. In order to achieve the objective of the present study, the tabulated data was analyzed by using Pearson's product moment correlation and t-test with the help of SPSS. The main finding of the study was that life satisfaction has significant negative correlation with psychological distress but positive correlation with psychological wellbeing, while as psychological distress and psychological wellbeing were found to have negative correlation with each other.

**Keywords:** *Life Satisfaction, Psychological Distress and Psychological Wellbeing*

A plethora of studies have been conducted towards the assessment of mental health, which in essence refers to the development and application of a set of practical principles directed towards the achievement and maintenance to the psychological wellbeing of human organisms and prevention of mental disorder and maladjustment (Bernad, 1951 and Jhorpe, 1950). There are many psychological constructs like life satisfaction, psychological distress and psychological wellbeing which serve as indicators regarding the mental health of a person. Life Satisfaction is the central aspect of human welfare. It is ultimate goal and every human being strives to achieve this goal throughout the life. It is a multidimensional concept related to psychological and environmental life conditions. (Wolman, 1973) defined life satisfaction as attainment of a desired end and fulfillment of essential conditions. Satisfaction in life does not lie in the length of days, but in the use we make of them. A man may live long yet may get little from life. Thus satisfaction in life does not depend on number of years, but on will (Bartlett, 1977). In judging about the satisfaction of lives individuals set a standard which they perceive appropriate for circumstances of lives (Diener et.al 1985). It may be possible that a person is satisfied with

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almost all domains (e.g. health, wealth marriage education etc) of life but may not be still dissatisfied with particular domain which may negatively affect his/ her overall judgment about life satisfaction. As far as psychological distress is concerned, it is a general term that is used to describe unpleasant feelings or emotions that impact the level of functioning. In other words it is psychological discomfort that interferes with daily living activities. It can result in negative views of environment, others and the self. Sadness, anxiety, distraction and symptoms of mental illness are manifestations of psychological distress. Since no two people experience one event the exact same way, psychological distresses is a subjective experience. That is, the severity of psychological distress is dependent upon the situation and how we perceive it. Psychologically distressed individual can also experience problems in the way they think, feel or behave. In other words their thinking, feeling and behavior is all mixed up. This significantly interferes with their relationships with other people, their work and enjoyment of life. As far as psychological wellbeing is concerned, it is the combination of feeling good and functioning effectively. Sustainable wellbeing does not require individuals to feel good all the time, the experience of painful emotions e.g. disappointment, failure, grief is a normal part of life and being able to manage these negative or painful emotions essential for long term wellbeing. It is however compromised when negative emotions are extreme or very long lasting and interfere with a person's ability to function in his or her daily life. It refers to how people evaluate their lives. According to Diener (1997) these evaluations may be in the form of cognitive or in the form of affect. The cognitive part is information based appraisal of one's life that is when a person gives conscious evaluative judgments about one's satisfaction with life as a whole. The affective part is a hedonic evaluation guided by emotions and feelings such as frequency with which people experience pleasant/unpleasant mood in reaction to their life. Psychological wellbeing can be defined as a dynamic state, in which an individual is able to develop their potential, work productively and creatively, build strong and positive relationship with others and contribute to their communities. Oprea(2012); Ray A, Halder S, Goswami N (2012); Winefield H R, Gill T.K, Taylor W A (2012); Vazquez F.L (2012); Afifi T.O, Natalia P.M (2012); Mehmet (2013) and Zhang J (2013) are some of the important authors who have conducted in depth studies pertaining to the understudy constructs.

### ***Purpose of Study***

A lot of research has been conducted regarding life satisfaction, psychological distress and psychological wellbeing. Studies conducted so far have shown that these constructs are correlates of each other and give a picture of the mental health of a person (Ware et.al, 1984; Lanier et.al, 2001; Kelly, 2004; Lisa, 2006; Saharian, 2010). In J&K state there is dearth of studies which have studied these constructs together on the sample group of college students. In this context, the present study aims to assess the life satisfaction, psychological distress and psychological wellbeing among the college students. It is hoped that this study may contribute to the literature on the said variables. Further this study will help the researchers for better

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understanding of the relationship between these variables that in turn may be beneficial for all the planning bodies concerned with improvement of mental health among students.

### **OBJECTIVES**

1. To assess the life satisfaction, psychological distress and psychological wellbeing among college students.
2. To study correlation between life satisfaction and psychological distress of college students.
3. To study correlation between life satisfaction and psychological wellbeing of college students.
4. To study correlation between psychological wellbeing and psychological distress of college students.

### ***Hypotheses***

*On the basis of objectives framed above, the following null hypotheses have been formulated:*

1. H<sub>01</sub>: There is no significant correlation *between* life satisfaction and psychological distress of college students.
2. H<sub>02</sub>: There is no significant correlation between life satisfaction and psychological wellbeing of college students.
3. H<sub>03</sub>: There is no significant correlation between psychological wellbeing and psychological distress of college students.

### ***Sample description***

The sample of the present study consisted of 50 male and 50 female college students between the age range of 18-20 years belonging to urban area and the purposive sampling technique was used in this regard.

### ***Tools used***

The constructs were measured by the subscales of Mental health inventory (MHI-38) developed by Davies AR, Sherburne CD, Peterson JR and Ware JE (1998).

### ***Analysis of data***

The data collected by the questionnaire was carefully scrutinized and condensed into excel sheet so that all information could be brought into proximity. After that relevant statistical techniques were used with the help of SPSS.

## RESULTS & INTERPRETATION

**Table 1: Descriptive Statistics of sample group.**

Construct	N	Range	Mean	Std. Deviation
life satisfaction	100	1-5	3.53	0.96
Psychological distress	100	38-140	73.23	17.06
Psychological wellbeing	100	18-78	52.32	10.94

As per the earlier table, the mean of the sample group on life satisfaction is 3.53 and standard deviation is 0.96; the mean of sample on psychological distress is 73.23 and standard deviation is 17.06; and the mean of sample group on psychological wellbeing is 52.32 and standard deviation 10.94.

**Table 2: Showing frequency distribution of sample group on life satisfaction, psychological distress and psychological wellbeing.**

construct	Low		Average		High	
	f	%age	f	%age	f	%age
Life satisfaction	5	5%	95	95%	0	0%
Psychological distress	11	11%	88	88%	1	1%
Psychological wellbeing	1	1%	90	90%	9	9%

It is evident from the above table that 5% of the college students score low on life satisfaction, 95% score average where as none of students have scored high; In case of psychological distress, 11% score low, 88% score average where as only 1 % score high; and lastly in case of psychological wellbeing 1 % score low; 90 % score average and 9% score high.

**Table 3: Showing the correlation between life satisfaction and psychological distress:**

Constructs	Pearson's Correlation
Life satisfaction Psychological distress	-0.26( significant at 0.05 level)

As per the above table the relationship of life satisfaction and psychological distress is significant at 0.05 level. Hence our null hypothesis  $H_{01}$ : i.e. There is no significant correlation between *life satisfaction and psychological distress of college students stands rejected*.

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**Table 4: Showing correlation between life satisfaction and psychological wellbeing:**

Constructs	Correlation
Life satisfaction Psychological wellbeing	0.34( significant at 0.05 level)

As per the above table the relationship of life satisfaction and psychological wellbeing is significant at 0.05 level. Hence our null hypothesis  $H_{02}$ : i.e. there is no significant correlation between *life satisfaction and psychological wellbeing of college students stands rejected*.

**Table 5: Showing correlation between psychological distress and psychological wellbeing:**

constructs	Correlation
Psychological distress Psychological wellbeing	-0.425*( significant at 0.05 level)

As per the above table the relationship of psychological distress and psychological wellbeing is significant at 0.05 level. Hence our null hypothesis  $H_{03}$ : i.e. There is no significant correlation between *psychological distress and psychological wellbeing of college students stands rejected*.

### CONCLUSION

The present study was conducted to examine the life satisfaction, psychological distress and psychological wellbeing among college students comprising of equal number of boys and girls. The main findings of the study are:

- It was found that 5% of the college students showed low levels of life satisfaction and 95% showed average levels of life satisfaction. In case of psychological distress 11% of the college students showed low, 88% showed average and only 1% of the sample group showed high levels of the same. Likewise on psychological wellbeing just 1% of the sample group scored low, 90% scored average and 9% scored high.
- Life satisfaction showed significant negative correlation with psychological distress and significant positive correlation with psychological wellbeing
- Psychological distress and psychological wellbeing were found to have significant negative correlation with each other.

These findings are in consonance with the research conducted by Lisa et.al (2006); Winefield et.al (2012); Mehmet et.al (2013); Zhang et.al (2013) and Jarman et.al (2014). It is highly recommended that intervention programs should be devised to train students from time to time so as to increase their psychological wellbeing and life satisfaction and decrease their psychological distress levels.

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## **Psychometric Properties of Podsakoff's Organizational Citizenship Behaviour Scale in the Asian Context**

Mohd. Muzamil Kumar<sup>1\*</sup>, Shawkat Ahmad Shah<sup>2</sup>

### **ABSTRACT**

The Organizational Citizenship Behavior Scale developed by Podsakoff, et al.(1990) has mostly been found to have better psychometric properties in the western countries mainly North America and there is a dearth of studies that portray the meaningfulness & relevance of using this measure in the Asian cultural contexts. The present study was thus aimed at checking the psychometric properties of this scale on a sample of permanent professionals working at the three main human service organizations operating in Srinagar, J&K (University of Kashmir, S.K.I.M.S Hospital & J&K Bank). After preliminary analysis, exploratory and confirmatory factor analysis was carried out and three dimensional factor structure of organizational citizenship behavior was revealed. The reliability and validity of the brief version of the scale was found to be satisfactory, thereby providing support for the relevance of using this scale in the Asian context.

**Keywords:** *OCB, Human Service Professionals, Factor Structure.*

The concept of organizational citizenship behaviour (OCB) has been studied since 1970. Dennis Organ, who is considered as the father of OCB actually expanded upon Katz's (1964) original work. Organ (1988) defines OCB as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization". A careful analysis of this definition firstly reveals that OCB is a discretionary behavior performed on the basis of choice and not a part of job description, secondly it means going beyond the enforceable requirements of job description and finally it positively impacts the organizational effectiveness. The construct has been studied in a diversity of disciplines such as marketing, human resources management, health care economics & psychology (Lievens & Anseel, 2004). Several OCB models have been developed by researchers since the origin of the concept, however there are five dimensions of OCB that are very frequently recognized in existing research (LePine, Erev & Johnson, 2002) which include altruism, courtesy, civic virtue, sportsmanship and conscientiousness. Altruism in the workplace consists essentially of helping behaviors which can be directed within or outside of the

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organization. There is no direct link, or one-to-one relationship, between every instance of helping behavior and a specific gain for the organization but over time, the compilation of employees helping behavior proves advantageous for the organization. (Organ et al., 2006). Courtesy has been defined as discretionary behavior that aims at preventing work-related conflicts with other personnel (Law et al., 2005). This dimension is a form of helping behavior, but one that works to prevent problems from arising and includes the word's literal definition of being polite and considerate of others (Organ et al., 2006). Civic virtue is characterized by behaviors that indicate the employee's deep concerns and active interest in the life of the organization (Law et al., 2005). This dimension also encompasses positive involvement in the concerns of the organization (Organ et al., 2006). Examples of civic virtue can be seen in daily affairs like attending meetings; staying updated with organizational announcements and defending the organization's policies and practices when they are challenged by an outside source. The conscientiousness includes adherence to organizational rules/ norms and it depicts the reliability and dependability of the employee within the organization. Finally, sportsmanship has been defined as willingness on the part of the employee that signifies the employee's tolerance of less-than-ideal organizational circumstances without complaining and blowing problems out of proportion. Organ et al. (2006) further defined sportsmanship as an employee's "ability to roll with the punches" even if they do not like or agree with the changes that are occurring within the organization. By reducing the amount of complaints from employees that administrators have to deal with, sportsmanship conserves time and energy. Many measures have been used to assess these OCB dimensions from time to time, the scale developed by (Podsakoff, et al. 1990) is one of the most cited scales in the researches done in western context and it has been found to have satisfactory psychometric properties as demonstrated in past studies (MacKenzie et al., 1999; MacKenzie et al., 1998; Podsakoff & MacKenzie, 1994; MacKenzie et al., 1993). Considering that in the Indian context there is dearth of studies which have established the reliability and validity of this measure, the present study aimed at investigating the same on a sample group of professionals of human service organizations functioning in Srinagar, J&K.

## METHOD

### *Sample Size*

The participants of the study included 360 professionals in the form of Doctors, Higher Education Teachers & Bank Officers selected randomly from the three major organizations delivering the human service in Kashmir namely, University of Kashmir, S.K.I.M.S. Hospital (Soura, Srinagar) and the J&K Bank branches. All the professionals were working on the permanent basis at the mentioned organizations.

### *Research Instrument*

The 24 item scale developed by (Podsakoff, 1990) was adopted and checked in terms of its psychometric properties. However as Podsakoff et al. (2006) stresses the consideration of cultural

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context while operationalising the construct of organizational citizenship behavior, all the 24 items of this scale were subjected to pilot testing which included an initial reliability test that was conducted on 15% of the total sample size. This was followed by discussion of each item with respondents and organizational psychology experts. Accordingly the items that were found to have a lack of internal consistency or reported by the respondents and experts as contextually vague, irrelevant, ambiguous or confusing were dropped or slightly modified to provide clarity and precision. Finally 15 items from the adopted scale (as shown in table 2.1) were incorporated in the present study for subsequent analysis and the responses for the same were collected from the participants via questionnaire based on a seven point Likert scale with 1 = Strongly Disagree and 7 = Strongly Agree.

***Table 2.1. Showing items of the measuring instrument***

Altruism:	I willingly help fellow professionals when they have work related problems.
	I willingly help newcomers to get oriented towards job.
	I am always ready to lend a helping hand to those around me.
Courtesy:	I always try to avoid creating problems for co-workers.
	I am mindful of how my behaviour affects other people's jobs.
	I don't abuse the rights of others.
Civic Virtue:	I always keep myself abreast of changes in the organization.
	I keep myself updated with organizational announcements & memos.
	I attend meetings that aren't compulsory but help my department anyway.
Sportsmanship:	I always require frequent doses of motivation to get the work done.
	I usually find fault with what my organization is doing.
	I usually focus on what is wrong rather than positive side of situation
Conscientiousness:	I obey organizational rules even when no one is watching.
	I don't take extra or long breaks while on duty.
	My attendance at work is above the norm.

### ***Data Analysis***

As establishing factor structure needs application of multivariate statistical techniques, the data was subject to screening, primarily, using SPSS (version 20). The screening included an examination of means, standard deviations, standard errors, skewness and kurtosis in order to

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ensure normality of the data. The removal of outliers was ensured subject to their impact on normality after which only 340 response sheets were deemed fit for subsequent analysis. This was followed by Exploratory & Confirmatory Factor Analysis procedures. Exploratory Factor analysis was carried out by SPSS (version 20) and in case of confirmatory factor analysis AMOS (Version 20) was made use of.

### RESULTS & DISCUSSION

*Table 1 Description of Sample Group*

Demographic Variable	Groups	f	%	Total
Designation	University Teachers	156	45.90	340
	S.K.I.M.S. Consultants	090	26.50	
	J&K Bank Officers	094	27.60	
Gender	Male	246	72.40	340
	Female	094	27.60	
Age (Years)	>35	110	32.40	340
	36-45	102	30.00	
	46-55	091	26.80	
	56& above	037	10.80	
Length of Service	>5	091	26.76	340
	6-15	126	37.06	
	16-25	089	26.18	
	26&above	034	10.00	
Marital Status	Married	273	80.30	340
	Unmarried	067	19.70	
Salary	up to 40000	057	16.76	340
	40000-80000	169	49.71	
	80000-120000	082	24.12	
	120000 & above	032	09.41	

The table 1 provides the description of sample group in terms of various demographic variables. This information ensures that the respondents represent diverse organizations and individuals differing in various aspects. Pertinently Alexander (1995) has also highly emphasized the importance of demographic information.

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**Table 2 Descriptive Statistics for dimensions of OCB.(N=340)**

Construct	Mean	5% TM	ΔMean	SD	SE	Skewness	Kurtosis
Altruism	6.33	6.40	0.07	0.68	0.03	-1.2	1.9
Courtesy	6.34	6.42	0.08	0.71	0.03	-1.4	1.9
Civic Virtue	5.63	5.67	0.04	0.89	0.04	-0.6	0.7
Sportsmanship	4.62	4.66	0.04	1.3	0.07	-0.3	-0.4
Compliance.	6.14	6.24	0.10	0.86	0.04	-1.3	1.8
OCB	5.81	5.83	0.02	0.54	0.02	-0.5	0.3

SD (Standard deviation); SE(Standard error); TM(Trimmed Mean).

As per the above table the sample distribution of the present study is considered normal as no skewness & kurtosis value falls beyond the range of -2.00 to +2.00 recommended by Garson(2009). Besides this the ΔMean(difference between mean and 5% trimmed mean) is not beyond the criteria of >0.20 suggested by Pallant (2007).

**Table 3 Reliability Test Results of the measure of Organizational Citizenship Behaviour.**

Dimension	Item -Total Correlation	Inter-Item Correlation					Cronbach's Alpha
Altruism	0.59	Items	ALT1	ALT2	ALT3		
	0.50	ALT1	1				
	0.51	ALT2	0.48	1			0.71
		ALT3	0.50	0.38	1		
Courtesy		Items	COU1	COU2	COU3		
	0.53	COU1	1				
	0.45	COU2	0.39	1			0.69
	0.53	COU3	0.50	0.39	1		
Civic Virtue		Items	CV1	CV2	CV3		
	0.46	CV1	1				
	0.52	CV2	0.49	1			0.65
	0.39	CV3	0.29	0.37	1		
Sportsmanship		Items	SPO1	SPO2	SPO3		
	0.31	SPO1	1				
	0.44	SPO2	0.27	1			0.58
	0.42	SPO3	0.25	0.43	1		
Compliance		Items	COM1	COM2	COM3		
	0.44	COM1	1				
	0.53	COM2	0.42	1			0.66
	0.46	COM3	0.33	0.45	1		

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*ALT1-ALT3= Altruism; COU1-COU3= Courtesy; CV1-CV3= Civic Virtue ; SPO1-SPO3= Sportsmanship; COM1- COM3= Complainece.*

Table 3 depicts the results of the reliability test that was conducted to assess the degree of consistency among the multiple measurement of the variable. As per Everitt(2002) and Field(2005) item – total correlation should be beyond 0.2 or 0.3. As per guidelines of Saxe & Weltz(1982) item-total correlations more than or equal to 0.35 are acceptable. Yong, Hua & Mei(2007) stated that in case Cronbach's alpha a value greater than 0.6 is acceptable. After juxtaposing the results of reliability tests with the said guidelines items pertaining to sportsmanship dimension were not considered for subsequent analysis.

**Table 4 Rotated Component Matrix after carrying Exploratory Factor Analysis of the items of OCB Measure.KMO= 0.80; Bartlett's test of sphericity=1028.23, significance=.0001**

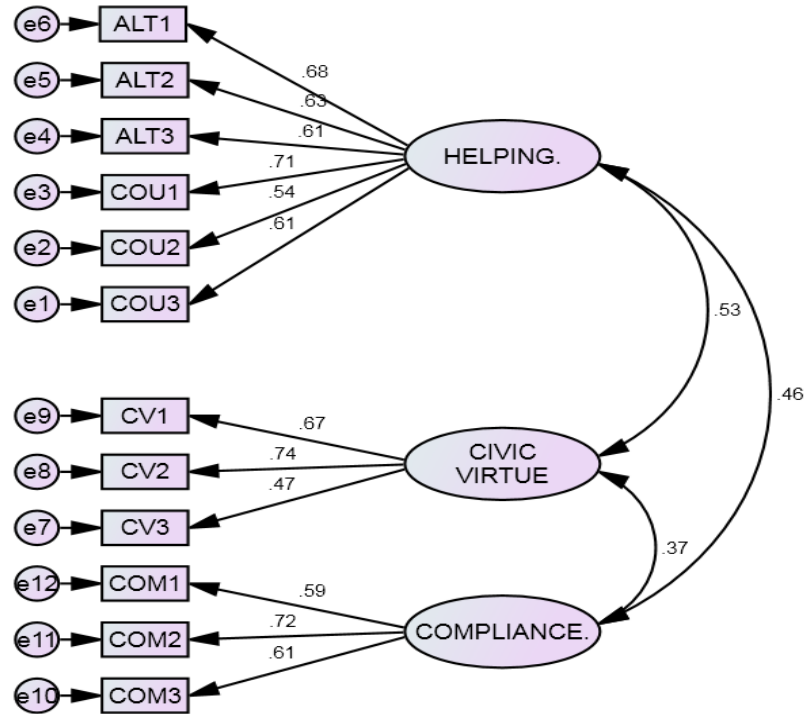
Items ↓	Components →	I	II	III
ALT1		0.75		
ALT2		0.73		
ALT3		0.61		
COU1		0.76		
COU2		0.60		
COU3		0.62		
CV1				0.70
CV2				0.77
CV3				0.73
COM1			0.70	
COM2			0.79	
COM3			0.76	

*ALT1-ALT3= Altruism; COU1-COU3= Courtesy; CV1-CV3= Civic Virtue ; SPO1-SPO3= Sportsmanship; COM1- COM3= Complainece.*

The above table depicts adequate sampling adequacy & significant Bartlet's test of sphericity at 0.0001 level of significance. By using a varimax rotation with method of principle component analysis & Kaiser's criteria, a three factor structure of organizational citizenship behaviour was revealed. All loadings were significant and above the minimum threshold of 0.50 & represented 55.66 % of the variance. Considering that the respondents perceived altruism & courtesy as the same construct, the three factors were named as Helping Behaviour, civic virtue and compliance as per the guidelines of Podsakoff & Mackenzie(1994) and Khalid(2009).However this finding doesn't leave a question mark over the discriminant validity of the OCB construct but simply reveals its factor structure in context of sample group of the present study.

## Psychometric Properties of Podsakoff's Organizational Citizenship Behaviour Scale in the Asian Context

**Fig 1. Measurement model of OCB Dimensions**



After exploratory factor analysis, a confirmatory factor analysis was carried out, the results of which are portrayed in figure 1. CFA ensures checking for both convergent validity & discriminant validity. The factor loadings depicted in the figure fall well within the criteria of Hildebrandt (1987) and Hair (2006) for convergent validity.

**Table 5 AMOS generated Model fit indices of measurement model of organizational citizenship behaviour.**

Index	Reported Value
Chi square divided by degree of freedom(CMIN/df)	2.4
Goodness of fitness index ( GFI )	0.94
Comparative fit index (CFI)	0.92
Root mean square error of approximation (RMSEA)	0.06

The model fit indices that were calculated by application of confirmatory factor analysis as highlighted in the table include the value of CMIN/DF= 2.4 which falls well within the threshold of 1 to 3 mentioned by Carmines and McIver (1981);GFI = .94 & CFI = .92 are both higher than the cut-off value of 0.90 and RMSEA = .06 is also below the stringent upper limit of 0.07 as stated by Steiger(2007).

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**Table. 6 Discriminant Validity.**

Dimension→	Helping	Civic Virtue	Compliance
Helping	0.40		
Civic Virtue	0.28	0.41	
Compliance	0.21	0.13	0.41

In the above discriminant validity analysis table values on the diagonal axis represent average variance extracted (AVE) and below diagonal axis are squared correlations rounded off to nearest decimal. Using AMOS, VE has been assessed by the estimations of Standardized Regression Weights of each item to its latent construct by adopting approach of Jyoti and Sharma (2012). The discriminant validity of the constructs of Helping, Civic Virtue and Compliance is established as the variances extracted for the constructs are higher than the squared correlations between them.

**Table 7. Construct reliability(CR)**

Dimension	Construct Reliability(C.R.)
Helping	0.80
Civic Virtue	0.67
Compliance	0.68

CR was computed from squared sum of standardized factor loadings divided by squared sum of standardized factor loadings plus sum of indicator measurement error for the construct. The values don't fall outside the minimum threshold of 0.60 to 0.70 recommended by Peter (1979). The construct reliability of the measure of organizational citizenship behavior is thus high and satisfactory.

## CONCLUSION

As analysis of the data revealed better psychometric properties, the study supports the meaningfulness & relevance of using Podsakoff's Organizational Citizenship Behavior Scale, in the Asian cultural context with some modifications. The general picture is that forms of citizenship behavior observed in organizational settings hold relatively well across international contexts. Paille (2009) for example found support for a 4-factor model (altruism, civic virtue, sportsmanship, helping others) in the French context. The present study found that the facets of the OCB construct (altruism, courtesy, sportsmanship, civic virtue and conscientiousness) which had been measured in

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the Western literature were also evident in the context of Jammu & Kashmir but the factor structure was different. Considering that the respondents perceived altruism & courtesy as the same construct, the obtained factors were named as Helping Behaviour, civic virtue and compliance as per the guidelines of Podsakoff & Mackenzie(1994) and Khalid(2009). This finding doesn't leave a question mark over the discriminant validity of the OCB construct but simply reveals its factor structure in context of sample group of the present study. The diversity in the sample as mentioned in the sample description table increases the generalizability of the results of study in various organizational contexts. The study additionally has many managerial implications. Podsakoff and Mackenzie (1994), Podsakoff, et al. (2009) & (Koys 2001), highlighted that the main positive outcomes of Organizational Citizenship Behaviour are organizational success and performance. In this context, policy makers of the human service organizations should take necessary steps to encourage OCB among employees. For example, Heads of the various departments of University of Kashmir & S.K.I.M.S Srinagar; Cluster heads of the J & K bank and administrators of allied organizations may exhibit citizenship behavior themselves in order to communicate to employees that such behaviors are valued by the management/administration. Besides this as the existing literature portrays that personality traits, psychological capital and job satisfaction determine organizational citizenship behavior(Organ,1997; Luthan,2010; Jehad,2011), the human service organizations should make provisions for providing trainings and workshops to their employees aimed at personality and psychological capital development along with designing the policies as per employee needs so as to increase their job satisfaction. In terms of the limitations, our findings are limited to the items used to measure OCB in this particular study. In future research, it will be useful to investigate the psychometric properties of the Podsakoff's scale in diverse and larger samples of professionals.

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## **Psychosocial Perspective of People Living with HIV/AIDS in India**

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**Keywords:** *Perspective, HIV/AIDS, India*

One of the most major challenges the healthcare system faces till date is the HIV or Human Immunodeficiency Virus and AIDS or the Acquired Immunodeficiency Syndrome. Being a burden on the population's health, it causes social and economic problems for individuals and their families and communities in many countries (Trapero-Bertran & Oliva-Moreno, 2014). Many of the HIV patients also face social problems such as stigma, poverty, depression and substance abuse that can affect their quality of life (Basavaraj, Navya & Rashmi, 2010). Since the beginning of the HIV epidemic, almost 78 million people are infected with the virus and 39 million people have died because of the epidemic (Herrman, Shekhar & Rob, 2005). At the end of 2014, it is estimated that about 36.9 million people were living with HIV and 1.2 million people have died because of AIDS (Herrman et al., 2005). There is, however, a considerable difficulty in ascertaining the actual number of people who are affected with the virus as the high risk group people are either reluctant to undergo testing or reluctant to disclose their diagnosis. This is because of various factors like societal factors as well as the factors that do not allow for a person to undergo testing (Das & Leibowitz, 2010). The general challenges of the people living with HIV/AIDS are the steadily declining quality of life, fear of death, coping with uncertainty and the additional challenge of facing the stigma attached with the disease and specifically their mental health (Remien & Rabkin, 2001).

The World Health Organization defines mental health as “*a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community*” (Herrman et al., 2005). People with good mental health can work productively and fruitfully and adjust to the daily stressors of life and actively participate in the various activities of the society (World Health Organization & Non-communicable Disease and Mental Health Cluster, 2003).

There is a need to look at mental health from a biopsychosocial perspective as well as a political perspective as these various perspectives help in evaluating the various contributing factors of

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mental health in different contexts. With this view, illness behavior and disease are viewed as matter of various factors and not limiting to genetic, psychological, social and ecological (Habib & Rahman, 2010). While the biomedical model views HIV as a chronic infectious disease that effects the immune system of a person, the social perspective views HIV as a social and a biological disorder and the social and political contexts are required to understand and treat the disease (Fee & Krieger, 1993).

### **PSYCHOLOGICAL FACTORS ASSOCIATED WITH HIV/AIDS**

People living with HIV/AIDS suffer from a wide range of mental health issues such as depression, anger, stress, suicidal ideation as well as low self-esteem and adjustment issues (Wu & Li, 2013). This is because knowing that one is tested positive can have a damaging effect on one's mental health. Societal labelling, negative attitudes and misconceptions about the person's status increase the stress level. While talking about HIV, anxiety and depression are found to be common mental health problems. However, other problems like substance use, alcoholism and even PTSD might be present in the people, although there is very less evidence about it (The UK Consortium on AIDS and International Development, 2012). Bipolar disorder, psychosis and schizophrenia may also be present that may have a negative impact on the HIV and can reduce the adherence to medication (The UK Consortium on AIDS and International Development, 2012). The people effected can also feel helpless and hopeless as well as a reduced ability to deal with and adjust to the situation thus reducing their quality of life (Fabinova, 2011). People living with HIV/AIDS have low self-esteem and self-efficacy. This is due to rejection, loss of social identity, and the physical consequences of HIV disease (Eller et al., 2014; Herek, Saha, & Burack, 2013). They also tend to internalize the stigma and discrimination, thus leading to have a negative self-image and tend to blame and question themselves and suffer from guilt (Eller et al., 2014). Denial is another factor associated with HIV/AIDS wherein, the people affected deny the presence of the disease. Denial and other mental health issues lead to people to avoid the treatments and further follow up sessions, hence denying the chance to manage the disease progression and constructive ways of handling the diagnosis of the disease.

### **SOCIAL FACTORS ASSOCIATED WITH HIV/AIDS**

Social perspectives of HIV/AIDS view not just the effected person but also at the social factors that determine the spread and progression of infectious diseases (Poundsyone, Strathdee & Celetano, 2004; Fee & Krieger, 1993). Unlike many illnesses, HIV has a cultural significance that forces its carriers as well as the people in their lives like their family and friends to face and deal with various social issues namely sex, race and gender as well as the exposure to harm (Watkins-Hayes, 2014). The social determinants of health identify a link between the living conditions that has an impact on the health, the social infrastructure and how the society decides to distribute these resources among the people. People with low incomes are more likely to be at risk for HIV, contract it and have a faster progression to AIDS. Poverty acts as a barrier for as there is no proper nutrition, poor housing conditions, inadequate access to medicines and other treatments as well as limited social support. When faced with poverty, the social position of

women is one of the factors that link them to the greater risk of susceptibility to HIV/AIDS. Driven to prostitution, they face sexual violence; trafficking and they do not have the freedom to take decisions related to sexuality and disease prevention such as refusing or using contraceptives (Majumdar & Mazaleni, 2010).

### **DISCRIMINATION AND STIGMA ASSOCIATED WITH HIV/AIDS**

Considered as a taboo till date, the people effected by HIV as well as their families face discrimination and ostracism in the society as well as their family and friends even today (Das & Leibowitz, 2010). These people are often removed from their jobs, are refused medical treatment and are even physically attacked (Fabianova, 2011; Das & Leibowitz, 2010). This discrimination that people face is isolating and hence many people effected by HIV do not disclose their status to anyone including their family members and friends (The UK Consortium on AIDS and International Development, 2012). The stigma and discrimination arise because the society views that people deviate from their own cultural norms, morals and values, thus the discrimination is higher for people who are perceived to be infected by ways that are disapproved by the society at large, that is, through homosexual contact, drug use or having multiple heterosexual partners (Habib & Rahman, 2010).

### **CONCLUSION**

HIV can have an impact on various dimensions of a person's life like physical, psychological and social and can often result in stigma and fear. The diagnosis of being HIV positive is a point that changes a person's life and can induce the feeling of loneliness and being isolated. One of the reasons for the stigma associated with HIV is the lack of awareness about the disease and the spread and progression of the disease. There is a need for the spread of awareness and information about HIV/AIDS to the public in general and educated mass in particular.

There is a need to expand the services, care and treatment of the people with HIV to go beyond the physical aspect by integrating mental health components in education about HIV along with the medical treatment and care that are provided for people with HIV. Mental health professionals can help by counseling and social support by people close to them to cope with the stress and this makes them less likely to develop mental health issues. There is also a need to bring in community level changes to increase the psycho-social well-being of the people living with HIV/AIDS. The community interventions can target not only the affected people but also the caregivers. These can be done by volunteer home-visiting to support the psychological well-being of the people with HIV by providing support services like counseling, HIV education and medial referral. Support should also be given to caregivers to increase their well-being too (Wu & Li, 2013). With the integration of mental health and psychological well-being into the medical aspects of HIV treatment, people can be provided with better services to help manage and take control over their lives and lead a better quality of life.

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## Emotional Intelligence and Spiritual Well-Being as Predictors of Physical Health among Adults

Masaud Ansari<sup>1\*</sup>

### ABSTRACT

An attempt was made to study the influence of emotional intelligence and spiritual well being on physical health among adults. Sample of the study consisted of 250 male participants only. The sample was selected through incidental sampling technique, from Aligarh district. Emotional Intelligence scale Developed and standardized by Singh (2004), Spiritual well being scale developed by Paloutzian and Ellison (1982) and Physical Health scale developed by Mohammadyfar, et al. (2009) were used for the data collection. The data were analyzed, and Pearson's correlation was applied to study the relationship between different dimensions of emotional intelligence and physical health as well as relationship between spiritual well being's dimensions and physical health. Further, Multiple regression (stepwise) was administered to examine the impact of emotional intelligence and spiritual well being on physical health. The findings were showed that the all dimensions of emotional intelligence i.e. Self-Awareness, Self-regulation, Motivation, Social Awareness and Social Skills are positively and significantly correlated with physical health. The findings also reveal that different dimensions of spiritual well being i.e. existential well being and religious well being are positively and significantly correlated with physical health. Finally, it was found that emotional intelligence and spiritual well being had there major impact on physical health among adults.

**Keywords:** *Emotional intelligence, Spiritual Well being, Physical Health and -being and Adults.*

As per the present study is concerned, adults were selected for the sample. This is stage of an Individual's life, when he/she has to play several responsibilities and a number of comprehensive decisions an individual has to make about life events. During the decision making he has to consider other's feelings as well as rights. Where, emotional intelligence is required to deal with these sensitive situations. A person, who is spiritual can make better decision as compare to non-spiritual because spiritual may have spiritual values like Accountability, Commitment, Compassion, Connectedness, Cooperation, Courage, Creativity, Credibility, Enrichment, Flexibility, Honesty, Innovation, Integrity, Justice, Mortality, Patience, Respect, Responsibility, Sense of duty, Sincerity and tolerance. There is a third variable physical health, the researcher was curious to know that what extent emotional intelligence and spiritual well being influence it,

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if yes then either positive or negative. Adults were selected for the study, because this is the stage where people get mature and proceed towards the spiritual well being.

### **Emotional Intelligence**

Today, the most acceptable definition for emotional intelligence (EI), has been provided by Salovey and Mayer (1990) who are conceived as the ‘fathers’ of the construct, since they first introduced the term ‘emotional intelligence’. According to them, EI is ‘a type of emotional information processing that includes accurate appraisal of emotions in oneself and others, appropriate expression of emotion, and adaptive regulation of emotion in such a way as to enhance living’.

More recently, they modify the above definition (Mayer, Caruso, & Salovey, 1999) and conceptualized EI as ‘an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manages them.’

### **Spiritual Well Being**

The origin of word spirituality is from the Latin word ‘spiritus’, meaning “breath” or “life” (Elkins, 1999).

Gomez and Fisher (2003) defined spiritual wellbeing as “A state of being, reflecting positive feelings, behaviors, and cognitions of relationships with oneself, others, the transcendent and nature, that in turn provide the individual with a sense of identity, wholeness, satisfaction, joy, contentment, beauty, love, respect, positive attitudes, inner peace and harmony, and purpose and direction in life, (p. 1976).”

### **Physical Health**

Huber, et al., (2011) defined that “health is the level of functional or metabolic efficiency of a living organism. In humans it is the ability of individuals or communities to adapt and self-manage when facing physical, mental or social challenges.

The World Health Organization (WHO, 2006) defined health in its broader sense in its 1948 constitution as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity."

## **REVIEW OF LITERATURE**

Spirituality is a determinant of better mental health because it can serve as a source of hope and strength in times of crises (Koenig, McCullough, & Larson, 2001). Whereas Ansari and Khan (2015) in a research paper entitled “Role of Mental Health on Well-Being among Post Graduate Students” (forth coming...) found that mental health plays an important role in the overall well being in general, and particularly for physical health. Spiritual well-being is an essential part of



mental, emotional and physical health. It is considered to be a primary coping resource on the journey of recovery and healing. This healing takes place in drug treatment centers, eating disorder residential programs and at trauma recovery (Casa Palmera Staff, 2012). Each person's spirituality is greatly impacted by the community they are a part of and the relationships they take part in. Spiritual well-being is not a practice of isolation but rather of affecting and involving the people around us as our own perspective is formed. Spiritual well-being groups and sessions provide an open and safe environment to explore, learn, practice, support and heal. This safe-haven offered in such a group is important to those attending a drug and alcohol rehab center or for those in trauma therapy. Spiritual well-being programs often include group exploration and experiential practices on the topics of meditation, prayer, forgiveness, personal values, purpose in life, the role of self-esteem in spiritual connection, healthy relationships, and developing an authentic relationship with a Higher Power, God, or Spiritual Dimension (Casa Palmera Staff, 2012). In general, spiritual well-being as outlined in the three points serves to enhance any religious beliefs or affiliations. In fact, religion can be viewed as a form of spiritual practice (Casa Palmera Staff, 2012).

### Three Areas of Life Experience

*Spiritual well-being is rooted in three primary areas of life experience. These are:*

- Relationships (including self-esteem, healthy connection to others and an authentic connection to a Higher Power, God or Spiritual Dimension)
- Personal Values
- Purpose in Life

The degree of one's spiritual well-being can be witnessed in the health of each of the above areas. Dedicating time to explore and develop this aspect of well-being is essential to making it a powerful resource on the healing journey (Casa Palmera Staff, 2012).

### Benefits of Spiritual Well-Being (Casa Palmera Staff, 2012)

*A few of the numerous benefits of spiritual well-being include:*

- Feeling content with your life's situation
- Making time to spend alone and find inner peace
- Taking time to reflect and resolve life's issues
- Finding satisfaction in a job well done
- Taking part in an active lifestyle rather than merely standing by and watching life as it passes
- Maintaining balance and control of life
- Building relationships
- Feeling purpose and meaning in life
- Accepting and growing from the challenges of life

The nursing diagnosis readiness for enhanced spiritual well-being is defined as an "ability to experience and integrate meaning and purpose in life through a person's connectedness with self,

others art, music, literature, nature, or a power greater than oneself." (Anonymous, 2002, p. 68) and was approved by NANDA in 2002.

*A person with this diagnosis may:*

- Having an enhanced desire for hope
- Feel that there is meaning and purpose to their life;
- Have a sense of peace or serenity;
- Surrender love;
- Be forgiving towards them self, and request forgiveness of others;
- Request forgiveness from others;
- Have a satisfying philosophy of life;
- Experience joy, courage, or heightened coping;
- Pray or meditate;
- Connect with others;
- Provide service to others;
- Experience connections with nature;
- Experience connections with or a desire to create art, music, or literature, particularly of a religious or spiritual nature;
- Experience a connection with a power greater than oneself;
- Report mystical experiences; or
- Participate in religious activities.

Rinju George, Baby Shari (2012) conducted a study dividing a group into two section and found that low emotional intelligence group was high in stress and high emotional intelligence group had low stress. Annamaria (2012) found that people who are more emotionally intelligent feel healthier than those who are less emotionally intelligent. They also found that emotional intelligence significantly impacts both physical health and subjective wellbeing. A nationally representative sample of 1310 adults was recruited by a governmental health insurance service in Belgium. Participants filled in measures of Emotional Intelligence (EI), emotions, social support, health behaviors like smoking, drinking, eating habits and exercises. Results showed that EI was a significant predictor of health indicators. Even more interesting, emotional intelligence predicted most health indicators better than did already known predictors such as social support or health related behaviors (Mikolajczak, 2013). Schutte et al. (2007) also used this approach to examine the relationship between EI and health, an area that had not received specific attention in the previous meta-analytic studies. Their undertaking showed that higher EI is linked with better health. Natalio et al. (2006) found positive relationships between emotional intelligence and mental, social, and physical health. With the research of Harold Koenig (2001) and others, the interplay between our physical selves and our spiritual selves is being recognized. Research points to persons having greater health, longevity, even faster healing, if they participate in activities that support their spirit and not merely their bodies.

## OBJECTIVES

- To study the relationship between different dimensions of emotional intelligence and Physical health.
- To study the relationship between different dimensions of spiritual well being and Physical health.
- To examine the impact of emotional intelligence and spiritual well being on physical health among adults.

### *Hypotheses*

- There will be a positive and significant relationship between different dimensions of emotional intelligence and Physical health.
- There will be a positive and significant relationship between different dimensions of spiritual well being and Physical health.
- There will be significant impact of emotional intelligence and spiritual well being on physical health among adults.

## METHODOLOGY

### *Sample*

Participants of the study consisted of 250 male respondents only. The sample was selected through incidental sampling technique, from Aligarh district. The age range was 20 to 45.

### *Measures*

#### **Emotional Intelligence Scale (EIS)**

Developed and standardized by Singh (2004) consists of 60 statements. These 60 statements were grouped into five dimensions i.e.: Self Awareness, Self Regulation, Motivation, Social Awareness, and Social Skills. Higher score indicates high level of emotional intelligence in that respective area. The five areas of emotional intelligence scale contain same numbers of items which are mentioned as Self Awareness 12 items, Self Regulation 12 items, Motivation 12 items, Social Awareness 12 items and Social Skills 12 items. The scores range from 12 to 60 for each area and 60 to 300 for the whole scale, higher the scores is the indicator of high emotional intelligence and lower the scores low emotional intelligence. Cronbach's Alpha reliability of this scale is 0.70.

#### **Spiritual Well-Being Scale**

The Spiritual Well-Being Scale (SWB) Scale, developed by Paloutzian and Ellison (1982), measures religious well-being (RWB), which is the individual's beliefs and relationship with God, and existential well-being (EWB), which is the individual's sense of meaning and purpose in life. Each of these 2 subscales contains 10 items, individually measured on a 6-point Likert scale, ranging from "strongly agree" to "strongly disagree" without a midpoint. Eleven of the items are worded to control for response-set bias. The items are scored from 1 to 6, with 6 indicating a greater well-being. Possible subscale scores range from 10 to 60; possible SWB scores range from 20 to 120.

## Emotional Intelligence and Spiritual Well-Being as Predictors of Physical Health among Adults

Test-retest reliability is 0.88 to 0.99 for religious well being (RWB), 0.73 to 0.98 for Existential well being (EWB), and 0.82 to 0.99 for overall spiritual well being (SWB). The internal consistency reliability coefficients range from 0.82 to 0.94 for RWB, 0.78 to 0.86 for EWB, and 0.89 to 0.94 for SWB.

### Physical Health Scale

This scale was developed as a physical check list by Mohammadyfar et al., (2009), lower scores on the measure of physical–ill health has been supposed to indicate higher physical health. They considered the opinion of experts as a content validity and criterion validity was also examined by correlation of the scores of mental health. Significant positive correlation is proved the criterion validity of check list. The Cronbach's Alpha Coefficient was reported 0.7151, and test-retest reliability with 3 weeks interval was 0.856. Then there is acceptable level of internal consistency. Internal reliability of 0.76 was reported. For the analytical convenience the items are scored reversed, and then the higher score shows better physical health and low score indicates worse physical health.

### Procedure

The respondents were approached individually and before administering the questionnaires good rapport established. Afterward they were asked to read the instructions carefully and give their responses to complete the questionnaire of emotional intelligence, spiritual well being and physical health. Participants were taken 25 to 45 minutes to give there complete responses. All the respondents were told that their anonymity will be preserved and their responses will be confidential. Finally, with special thanks questionnaires were collected from them and scored manually.

### Statistical Analysis

In order to meet the research objectives data was analyzed; Pearson's correlation was administered to study the relationship between different dimensions of emotional intelligence and different dimensions of spiritual well being with physical health. Further, multiple regression was computed to examine the influence of emotional intelligence and spiritual well being on physical health among adults.

## RESULTS

*Table- 1: shows correlation between Physical Health and different dimensions of Emotional Intelligence among adults.*

		Self Awareness	Self Regulation	Motivation	Social Awareness	Social Skills
Physical Health	Pearson Correlation	.744**	.786**	.741**	.638**	.845**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	250	250	250	250	250

## Emotional Intelligence and Spiritual Well-Being as Predictors of Physical Health among Adults

Table 1 show that Physical health in adults positively and significantly correlated with self Awareness ( $R=.744$ ,  $p=000$ ), Self Regulation ( $R=.786$ ,  $p=000$ ), Motivation ( $R=.741$ ,  $p=000$ ), Social Awareness ( $R=.638$ ,  $p=000$ ), Social Skills ( $R=.845$ ,  $p=000$ ).

**Table- 2: shows correlation between Physical Health and different dimensions of Spiritual Well-being among adults.**

Correlations		
		Physical Health
Existential Well Being	Pearson Correlation	.746**
	Sig. (2-tailed)	.000
	N	250
Religious Well Being	Pearson Correlation	.711**
	Sig. (2-tailed)	.000
	N	250

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 2 show that Physical health in adults positively and significantly correlated with Existential well Being ( $R=.746$ ,  $p=000$ ) and Religious well being ( $R=.711$ ,  $p=000$ ).

**Table- 3: shows summary of multiple regressions for “physical health” of adults.**

Variables	R	Adjusted R Square	F	Level of Significance	Standardized Coefficients	t
					Beta	
Emotional Intelligence	.988	.976	5.030	.000	.656	65.505
Spiritual Well being					.628	62.662

It can be seen from table 3, the adjusted R square value is .976 which indicates that this model accounts for 97.6% of the variance in the “physical health” of adults. The level of significance is at .000 levels which show that it is highly significant. The Beta value of Emotional intelligence is .656 and significance level is .000 which states that the variable contribute significantly in the physical health. The Beta value of Spiritual well being is .628 and the significant level is .000, which also shows that it has an important impact on the “physical health” out of these two predictor variables, Emotional intelligence contribute highly to the adult’s physical health as compared to Spiritual well being.

## DISCUSSION

Different dimensions of emotional intelligence i.e. Self Awareness, Self Regulation, Motivation, Social Awareness and Social Skills are positively and significantly correlated with the physical health of adults. As we know that Self-awareness is the ability of introspection and the capability to recognize oneself as an individual separate from the environment and other human being it is also aware individual for care themselves. Several emotional conditions are intensified by self-awareness. However, some people may seek to increase their self-awareness by realizing and communicating with others. People are found to be more likely to align their behavior with their standards when become self-aware. People will be negatively affected if they do not live up to their personal standards. A variety of environmental cues and situations encourage awareness of the self, such as mirrors, an audience, or being recorded. These cues also increase accuracy of one-self (Thomas, 2001). The development of self-awareness makes the people conscious about their wellness, either related to physical mental, social, emotional, or spiritual well being.

Self-regulation is an ability to control one's emotions, behavior, and desires in the face of external demands in order to function in society (Matt, 2014). By self regulation an individual can escape himself from the bad activities like alcohol abuse etc. which is an indicator of better physical health. Timpano state that self-control is essential in behavior to achieve goals as well as to avoid impulses and emotions that could prove to be negative (Timpano et al., 2013). Intrinsic motivation is the self-desire to seek out new things and new challenges, to analyze one's capacity, to observe and to gain knowledge. It is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward (Ryan et al., 2000) whereas, Extrinsic motivation refers to the performance of an activity in order to attain a desired. Finding shows that motivational dimension of emotional well being is highly correlated in a positive direction with physical health. It is also suggested by Ryan, (2000) that intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development. Social skill is any skill facilitating interaction and communication with others. Social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning such skills is called socialization. According to Karl Marx (Questia, 2014), human beings enter into certain productive, or economic, relations and these relations lead to a form of social consciousness.

The researcher found that spiritual well being significantly correlated with physical health with its both dimensions i.e. existential well being and religious well being. This finding supported by Casa Palmera staff (2012), they state that spiritual well-being is an essential part of mental, emotional and physical health. It is considered to be a primary coping resource on the journey of recovery and healing. The significant impact of emotional intelligence and spiritual well being was found on health of adults which comprise the social awareness and social skills etc. As, social factors (support) played a major role in human life to tackle with critical circumstances. Each person's spirituality is greatly impacted by the community they are a part of and the relationships they take part in. Spiritual well-being is not a practice of isolation but rather of

affecting and involving the people around us as our own perspective is formed. Spiritual well-being groups and sessions provide an open and safe environment to explore, learn, practice, support and heal. This safe-haven offered in such a group is important to those attending a drug and alcohol rehab center or for those in trauma therapy (Casa Palmera Staff1, 2012).

Spirituality is a determinant of better mental health because it can serve as a source of hope and strength in times of crises (Koenig, McCullough, & Larson, 2001). Whereas Ansari and Khan (2015) in a research paper entitled “*Role of Mental Health on Well-Being among Post Graduate Students*” (*forth coming...*) found that mental health plays an important role in the overall well being in general, and particularly for physical health. It is also found that the both dimensions of spiritual well-being i.e. existential and religious well being positively and significantly contribute to the adult’s physical health. Following the benifites of spiritual well being that is taking part in an active lifestyle rather than merely standing by and watching life as it passes, maintaining balance and control of life, building relationships and feeling purpose and meaning in life leads an individual toward better life experiences (Casa Palmera Staff, 2012).

### CONCLUSION

Finally, it is concluded that emotional intelligence and spiritual well being including its different dimensions positively and highly correlated with adult’s physical health. It means that when emotional intelligence and spiritual well being will increase physical health also increase and when emotional intelligence and spiritual well being will decrease physical health also decrease.

It is found that emotional intelligence has significant impact on physical health among adults. It means that those who has high emotional intelligence will be healthier as compare to those who has low emotional intelligence. Because several studies showed that self awareness leads an individual to maintain them-self, self regulation develops the sense of control, motivation prompts to achieve the specific as well as general goals of the life, due to social awareness a person participate in several social activities, and social skill helps to deal with crucial circumstances and better communication. These all are preceding factors of better physical health.

It is also found that spiritual well being has significant contribution to physical health of adults. There are some spiritual values which give a right direction to an individual to live a happy and peaceful life: e.g. Accountability, Autonomy, Commitment, Compassion, Connectedness, Cooperation, Courage, Creativity, Credibility, Energy, Enrichment, Flexibility, Honesty, Innovation, Integrity, Justice, Knowledge, Mortality, Patience, Quality, Respect, Responsibility, and Sense of duty, Sincerity and tolerance. If any person will adopt and follow these values to deal with his/her life then it is expected that his/her life will awesome, and he/she will experience life satisfaction.

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## **Perceived Social Support and Resilience among Orphans: A Systematic Review**

Syed Najmah Jameel<sup>1\*</sup>, Shawkat Ahmad Shah<sup>2</sup>, Showkat Ahmad Ganaie<sup>3</sup>

### **ABSTRACT**

The present study is based on a systematic research review. The review of literature is an important component of the research process and should be carried out in an orderly manner. It is also known as the back bone of research study. It involves a systematic identification, location and analysis of documents containing information related to the research problem. The purpose of reviewing literature is to determine what has already done by the scientific community related to the research problem and to gain an impression regarding different aspects of the topic under study. The major objective of the current study is to conduct a systematic review on Perceived social support and resilience among orphans. To go ahead with this goal, it was very important to collect the literature on; (A). Orphans (B). Perceived social support among orphans. (C). Resilience among orphans.

**Keywords:** *Orphans, Perceived Social Support, Resilience.*

Orphan is a child who has lost one or both parents or whose parents have abandoned him permanently (UNICEF). Orphans have been the most derelict population. Orphans lack the regulation & compassion which is necessary for the emotional development to take place. Death of parent acquaint with a major change in the life of orphans. Death of a parent is always hurtful and harrowing. Research has highlighted the negative impact of early institutionalization on children. Children who are neglected and traumatized during early formative years tend to display higher levels of aggressive behavior in later life (Gunnar, M., & Van Dulmen, M. 2007). Existing literature indicates that orphans in general and those brought up in institutions in particular suffer from many social, psychological and economic problems (Gilborn, 2006; Boris, 2012; Dabla, 2010; Bhargava, 2005). Psychological wellbeing scores are significantly lower among orphans than non-orphans (Delva et al 2009) Majority of orphans have low psychological wellbeing and majority of non-orphans have high psychological wellbeing (Tsegaye, A 2013). On contrary several studies reveal that there is little difference in psychosocial wellbeing between orphans (Cluver, Fincham & Seedat 2009, ). Bhat, M.N 2014 conducted a study on emotional stability and depression in secondary school orphans and non-orphans, result revealed significant

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difference in emotional stability and depression levels between the two groups, orphans were found to experience lower side of emotional stability and higher level of depression than non-orphans. Researchers while examining psychological problems in institutional orphans found that orphans particularly female orphans feel it difficult to adjust in the society after leaving institution (Naqashbandi, Sehgal& Fahim- ul- Hassan 2012). Gearing, R.E, et. al 2013 conducted a study to establish prevalence of mental health and behavioral problems among adolescent orphans in institutional care and found that institutionalized orphans suffer from both mental health and behavioral problems. Researchers have indicated that behavioral and emotional disorders are highly prevalent among orphan children and adolescents with residential care (Rehman, W., et. al 2012). Institutional orphans performed better academically than non-institutionalized orphans (Kimani et al 2009). Increased rates of attention problems have been repeatedly observed in children with an institutional care history (Beverly, McGuinness, & Blanton, 2008). Behrendt, A., & Serigne, M. (2008) investigated the psychosocial impact of parental loss and orphan hood on children, Orphaned boys are more likely to present a suicide risk than non-orphan boys. In general, sociality was low for non-orphans and children having lost a father, but high for orphans and girls having lost a mother. Certain mental disorders such as post-traumatic stress disorder (28%) and depression (45%) were highly prevalent in the total sample. Research indicates that children reared in deprived environment such as institutions are at increased risk for attention and behavior regulation difficulties (Loman, M., M et al 2013). Peter, B., Eunice, K., & Sarah, N.K. (2004) conducted a study to identify the psychosocial problems of orphans and nonorphans. Findings showed that prevalence and seriousness of psychosocial problems (negative emotion, stigma, depression and behavioral problems) was higher among orphans than non-orphans.

### **Systematic review of research on perceived social support:**

Perceived social support refers to an individual's belief that social support is available, is generally considered positive or negative and provides what is considered needed by that individual (Norris & Kaniasty, 1996; Sarason, Sarason, & Pierce, 1990). Studies have revealed that perceived social support and self-esteem are major predictor factors that correlate significantly with various forms of regressive behavior and adjustment of the adolescents (Geuzauni, Debry & Liesens 2000). Lack of social support and lower perceived adequacy of social support have been linked to poorer mental and physical health (Allgower, Wardle & Steptoe 2001; Decker 2007). Social support generally functions as a buffer to reduce distress and enhance resilience for people in stress full events (Richmond, Ross & Egeland 2007). Children who have lost their parents to other causes and other-orphaned children reported similar levels of social support. In terms of sources of support, all children orphans and vulnerable children were more likely to draw support from friends and significant others rather than from the family (Doku.P.N, Dotse .J.E, and Mensah.K.F 2015). Orphans had significantly stronger perceptions of social support from friends than non-orphans, whereas non-orphans had significantly stronger perceptions of support from families than orphans. However, both the orphans and non-orphans reported high levels of self-efficacy and resilience. (Yendork.J.S & Somhlaba .N.Z, 2015). Stephanie, B

2015 while exploring children's (orphaned and abandoned children) perception of social support and found that both orphans as well as abandoned children perceived family, friends, and children's home staff as the most important sources of social support and in addition, both groups perceived emotional and esteem support, as well as dependability and protection as important functions of social support. Research reveals that orphan children in foster care placement believe that they face problems related to their care and support be it material or psychological (Nshimyimana, B. 2008). The experience of loss of family and lack of social support available for orphans could lead to internalized emotion (depression, anxiety, and poor self-esteem) and externalized emotion such as dysfunctional behavior (Makane et al., 2002). Than, J.N.(2013) while examining the influence of social support, self-esteem, and self-efficacy on academic performance, as well as their indirect influences, being mediated by problem focused coping and emotion-focused coping among double orphans the findings of the study revealed that for the double orphans in the study reported level of self-efficacy were found to have a direct influence on their academic performance and no significant indirect influences, being mediated by the variables of problem-focused and emotion-focused coping style, for the three predictor variables of social support, self-esteem, and self-efficacy on the respondents' academic performance. Nabunya, P. (2014) while exploring the role of caregiver support in improving academic achievement of AIDS-orphans revealed that perceived caregiver support in form of warmth and acceptance was significantly associated with improvement in school grades and reduced school absence. Perceived family cohesion was significantly associated with school attendance and household wealth was associated with school grades.

### **Systematic review of research on resilience:**

Resilience is chiefly the personal characteristics of the children that enable them to deal with hardship (Cohler 1987). Resilience is not only related to internal characteristics but also to external support in environment (Donnon, Charles & Hammond 2003). Resilience is both an individual's capacity to navigate to health promoting resources and a condition of individuals family, community and culture to provide resources in meaningful ways (Ungar 2008). Researchers undertook a study to identify Risk, protection factors and resilience among orphan and vulnerable Children (OVC) in Ethiopia and indicated that most orphans and vulnerable children faced family, school and community related risks factors and both orphans as well as vulnerable children were found to be less resilient.(Tefera & Mulatie 2014). Although another comparative study between orphans and non-orphans revealed that orphans and non-orphans do not differ significantly in terms of resilience (Govender K, Reardon C, Quinlan T & George G 2014). Katyal, S. (2015) conducted a study on resilience in orphan and non-orphan children on a sample of 50 orphans and 50 non orphans, the result showed significant difference in resilience of orphan and non-orphan children, orphan children having higher resilience than that of non-orphan children. Another research indicates that orphans are more susceptible suffer from resilience risks that may lead to depression, hopelessness and psychological trauma later in life (Coombe 2003). Kaur, S & Rani, C (2015) while exploring the psychological health of adolescent orphans and intact family adolescent found that both orphan adolescents and intact family

adolescents differ significantly on stress resiliency. Analyses indicated that older orphans had higher levels of resilience and self-efficacy than younger orphans. However, older orphans had lower perceptions of support from friends, family and significant others than younger orphans (Yendork, J.S. & Somhlaba, N.Z. 2015). Lothe, E.A. & Heegan, K. (2003) conducted a study on resilience among eight surviving orphans (18-23 yrs) and found that the most important factor in fostering resilience in problems were, Hope, Religion, and Personal history and understanding of their roots. Tulivste (2010) asserts research has consistently demonstrated that institutionalization negatively impacts aspects of child development and functioning, which negatively affects measurements of resilience factors.

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## **Internet Addicted: Only Online**

Saima Khursheed Beigh<sup>1\*</sup>, Humera shafi<sup>2</sup>

**Keywords:** *Internet, Addiction*

**H**ave you ever imagined what if the Internet was suddenly moved out from our lives one day?

That's right you can't even dare to imagine what havoc it'll wreck. All the world is a global stage; the games you play, the Smartphone you use, the place you just checked in, the food you tasted, the feelings you have felt during all the time, the friends who were with you during all these personal events and the spirits you felt are ought to be public because all the world's a global stage. Our lives have been influenced by the technological revolution to such an extent that we feel incomplete when we don't have access to the internet or even mobile phones. Since the advent of technology, life has taken a vivid shot, home visits are being replaced by Skype Sitzings, Letters have been replaced by the E-mail and SMS, sparing some time for reading any cossetting Book has changed from specific to any time by E-Books, womenfolk can get dose of retail therapy anytime & anywhere thanks to online shopping portals and of course Men aren't far behind in the race, researching from books is a big No when the Google Scholar is available, learning any culinary or procedural skill is being replaced by YouTube, talking by mouth has being replaced by Thumbs. But is this revolution bringing us together or actually tearing us apart. This question has paved way for Psychologists to develop a new field called Media Psychology and the American Psychological Association has setup The Society for Media Psychology and Technology of, i.e., APA division 46. From Friendster to Facebook, Twitter to Google+: there are around 200 social networking sites .Since, the rise of social media Parents have always been vexed and anxious about what their children are doing online but the real apprehension is what influence does social media have on all of us. The most imperative issues that we face in this tech-world are online identity, online relationships, addiction to computers and Internet, iDisorder, Facebook Addiction Disorder (F.A.D); regressive behavior in cyberspace and of course some people's inclination of online gender-switching.

There is a catch about what we know about ourselves. Real self is our traits, characteristics, and our persona. Ideal self is what we idealize of becoming usually due to the social and environmental inspirations. From a broad-spectrum attitude, many of us are motivated by opposition, triumph, and high social standing. Social networking sites provide a prospect for

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everyone to present themselves to others and as assumed no individual would like to present an image of him/her wherein s/he will be a blend of flaws and perfection henceforth, the portrayal of Ideal selves takes the shot.

As the custom of social media remains to progress; the perception of presenting our ideal selves versus our real selves has become more permeating on social media platforms because SES not only provide the chance of making more friends Globally but also building a stronger social support system. Deliberate upon the fact that on the popular SES Facebook our profiles are ought to be demonstration of who we are. Therefore, through this interaction, the real and ideal selves transect; and the ideal self is at least in some measure realized. In crux, our online selves represent our ideal self and jettison many of our other actual traits. This raises an important issue that we actually don't try to rectify our flaws but we just hide them and the SES take the users into an artificial utopian world wherein everyone is perfect but the fact stays that at the end of the day we have to deal with a non-utopian based real world where imperfection's do exist and are acceptable as long as it isn't hampering their progress. So rather than presenting the hyper-idealistic description of ourselves we should try to put right our flaws and teens who use SES more often show more Narcissist propensities which can exacerbate to anti- social behavior, Mania and Aggressive tendencies Plus daily run riot can make them more predisposed to Anxiety, depression and other disorders and making them susceptible to future health problems.

The Internet has the potential to make people crazy. No, not talking about persons who suddenly get excited on seeing notice about free Wi-Fi available in any premises. We are talking about persons who have a different life at SES and you will usually come across those people who act totally opposite on the social networking sites. Some of the examples are:

### **1. The Rage-o-holic.**

Like Psychopath, these people seem normal at first. They'll carry on comical, pleasant conversations in a forum or comment division. But then something, anything, sets him/her off and s/he devolves into an outburst that would make an atheist say, "Save me Please God!"

In technical terms it's called as intermittent Explosive Disorder. I.E.D is an impulse control disorder where a person throws tantrums & fits of wild rant and rave in situations that don't call for it. What sets them off is the mild hit to their ego which will result in abusive name calling behavior and expression of hatred towards you with 200 words or more. Most of us hold back our real-life spurts of rage for apprehension of getting punched in the face by the person we're screaming at. On the Internet, where looks, job, income won't buy you any respect, some people seem to think they have to protect their reputation like an old west Cow boys: shoot down those who disrespect you. The strangest part is that while the person is releasing volley of abuses on the internet at the same time s/he is talking to someone else respectfully.

## **2. The cursed Egyptian**

These are the people who hang out innocently, and then, one fine day, tragedy strikes. Accidents, broken relationship with parents and friends where the one person is always victimized by cruel people around him/her. You feel sorry and send this person your prayers and well wishes, maybe a few dozen flower pictures and you hope they will get through it. Then, a few weeks later, another tragedy strikes them. Their cat dies or they are involved in accident that has resulted in minor injuries. A few months after that, something tragedy again strikes. Soon it becomes apparent that they are either living under an ancient curse, or they're making it all up. In real life it's called as Munchausen Syndrome. The basis of need here is the attention-seeking habit. It's easier to fake online where there's no simple way to verify the claims than in real life.

## **3. The ultimate hater**

There's a place for everyone on the Internet to feel at home. Yet, each forum, chat room or other online community seems to have a person or people who just don't fit in. It's not that they are necessarily hideous persons; they're just the trapezium trying to fit into the circle. They get ridiculed constantly and these people are free to leave the website at any time but they never do.

This behavior is called as self-abasement. These persons are staunch believers in one famous proverb, "something is better than nothing" and yes negative attention is still attention and better than being ignored. So when in any online forum you say someone "XYZ you are retard". That XYZ is happy that somebody used his name and acknowledged his existence. Even if the only reason you used his name was to tell him to get roasted to death in fire.

Social networking sites are something that most of us check every day. We sink hours into the social networking sites fervently clacking from Profile to Profile, looking at pictures, posts, activities and comments thereof. This Time-sink has not only become a biggest form of social interaction but also a way of killing time. These interfaces may be bouncy gabfest for the self-assured but for the people with low self-confidence it appears to be horrid snare tempting them into self-disclosures.

As On September 2014, 71% of online adults use Facebook, 23% of online adults use Twitter, 26% use Instagram, 28% use Pinterest, 28% use LinkedIn (PRC, 2015). The ensuing Pie chart gives a picture of Usage of S.N.S

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### Usage Percentage



It has been debated that the social media creates a false sense of self through the use of likes, unknown friends, comments, posts, etc. Women have stated that they feel crestfallen if the number of Happy Birthdays posted on their timeline is not sufficient enough to make them feel important. For many users, it is an appreciation booster, which is why so many people spend so much time on Facebook. Relationships get mostly affected because people who have up in the air issues with each other announce this on public platforms rather than just resolving them by just talking. With the advent of SES, One of the drifts that have been popular during years is password sharing, not of bank locker but of SES and emails. Couples engage in the habit of sharing passwords and if by any chance a person declines to share the password it is sufficient to provoke suspicion and build up jealousy and tension in relationship. SES is also tarnished for cyber bullying and stalking.

Cyber bullies can pester any person about his/her race, appearance, intelligence and religion. As many people put up their house address, locations that they visit frequently and in some cases their personal phone number which makes stalking any person piece of cake. Social networks can be harmful to health because it triggers people to isolate them.

The increasing isolation of self can change the way Genes work, confusing the immune response, hormone levels and arterial function and damage to mental performance. Relationships start to become dry when the individual no longer attends a social gathering, to avoid meeting with friends or family, and prefer to stare at the Computer/Laptop/Phone.

But before we conclude that SES are harmful let us consider that SES users are better at showing virtual Empathy to their online friends and people who are shy and introverted learn to socialize

behind the safety of various screens, ranging from a Smartphone to Laptop and of course for the Elderly and people who are under living assisted living in faraway places or centers it has proven a blessing because they stay connected to their friends and children.

Internet has proved to a blessing but we all should remember that there is a fine line between use and abuse.

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## Body Weight Effect on Body Image among Gym Users and Non-Gym Users

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### ABSTRACT

Body image relates to how a person thinks and feels about his or her own body. Body image plays crucial role for the Indian gym user adults for their physical look. Gym users often are concerned about their physical appearance, dissatisfied with their look and weight, or want to lose weight. The aim of the present study was to find out the difference in body image between adult gym users and non-gym users and to study the impact of weight difference in body image among adults. The sample consisted of 60 gym user adults and 60 non-gym user adults. Gym users were selected randomly from various health clubs of Rajkot city and non-gym users were selected from areas of Rajkot city in Gujarat. Body image scale constructed by Dean Jade was used to measure body image among gym user and non-gym user's adults. The data was analyzed in terms of mean, SD, and 't' test. The result of t-test revealed significant difference in body image between adult gym users and non-gym users. Gym users were more dissatisfied with their body image than non-gym users. Non-gym user males and females had satisfactory body image, whereas gym user males and females had dissatisfaction with their body. Similarly people having more weight were dissatisfied with their body image as compared to people having less weight.

**Keywords:** *Body Image, Dissatisfaction, Gym users, Weight.*

**B**ody image is the dynamic perception of one's body-how it looks, feels, and moves. It is shaped by perception, emotions, physical sensations, and is not static, but can change in relation to mood, physical experience, and environment. Body image is influenced strongly by self-esteem and self-evaluation, more so than by external evaluation by others. It can, however, be powerfully influenced and affected by cultural messages and societal standards of appearance and attractiveness. Given the overwhelming prevalence of thin and lean female images and strong and lean male images common to all westernized societies, body image concerns have become widespread among Gym users.

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## Body Weight Effect on Body Image among Gym Users and Non-Gym Users

Body image relates to how a person thinks and feels about his or her own body. Body image also refers to the way we see our body and the way we think that others see our body. There are different aspects of body image.

1. The way we see our own body (Perceptual)  
Our body image is not always reflection of what our body actually looks like. For example, many people in our society perceive their body to be larger or fatter than it really is. Perceptual body image is the difference between what you perceive your body to look like and what your body actually looks like.
2. The way we feel about our body's appearance (Affective)  
We all feel a certain way about the way we look and aspects of our appearance. Affective body image refers to the amount of satisfaction or dissatisfaction we feel about our general appearance, our weight or shape and even about specific body parts.
3. The thoughts and beliefs we have about our own body (Cognitive)  
The feelings that we have about our body and its appearance are often associated with certain Thoughts or beliefs. When we feel dissatisfied with some aspect of our body it is usually because we believe that it is not the right shape, size or color. For instance, the many boys in our society who are dissatisfied with their body shape think that they should be larger or thinner.
4. The things we do because we are dissatisfied with our body (Behavioral)  
Often, feelings of dissatisfaction with the body can lead a person to avoid doing certain things that might evoke those concerns. For instance, many people who have body dissatisfaction avoid doing physical exercise with their peers.

Body image concerns have become widespread among our societies especially in Gym users. Gym users often concerned about their physical appearance, dissatisfied with their look and weight, or want to lose weight

The nature of body weight dissatisfaction is, however, slightly different in men and women. Women are more likely to judge them overweight when by objective standards they are not, whereas men are more likely to perceive themselves as underweight with respect to objective standards (Furnham & Calnan, 1998). These perceptions suggest that both genders misperceive their weight in comparison with others of their gender, and they make judgments about their weight using an unhealthy standard. Gupta et al., (2001) in a comparative study on weight-related body image concerns among 18-24 year old women in Canada and India found that among the Indian women, concerns about the weight of the upper torso (i.e., face, neck, shoulders, and chest) emerged as a distinct body image construct.

Forrest, & Stuhldreher (2007) explored the relationship between body image and gender, weight, and depression. 2512 college students provided self-report data on body image, gender,

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Weight and depression in two separate waves over a 5 year period. Result indicated that being overweight significantly correlated with negative body image which in turn significantly correlated with depression. People who are overweight are more likely to have negative body image. All the studies that explored the relationship between body image and body weight found that increased weight was associated with lesser body satisfaction. Body weight was found to be the strongest predictor of negative body image regardless of gender or ethnicity (Xanthopoulos et al., 2011). The research suggests that overweight people are more prone to have less body satisfaction compared to people of normal weight. Individuals who are obese are particularly likely to have less body satisfaction (Goldfield et al., 2010). In recent times there is an increase in number of people attending gym regularly due to abnormal consciousness about weight.

*Looking at this fact the present study was planned with following objectives:*

1. To find out the difference in body image between adult gym users and non-gym users.
2. To study the difference in body image between adults having more body weight and less body weight.

## METHOD

### *Sample:*

The sample consisted of 60 gym user adults and 60 non-gym user adults. Gym users were selected randomly from various health clubs of Rajkot city and non-gym users were selected from different areas of Rajkot city in Gujarat. Average age of gym user's was 31 year and non-gym user's average age was 28 year.

### *Tools:*

*The following tools were employed in the present study:*

### **Personal Data Sheet:**

Personal data sheet was prepared to collect some personal information such as age, sex, height weight, whether going to gym or not.etc.

### **Body Image Scale:**

Translated Gujarati version of body image scale constructed by Dean Jade (1998) was used to collect information on this matter. In this scale there are 18 statements; respondent has to select any one option from 4 options given for each statement. These options are; always, many times, some times, and never and are to be scored as 4 3 2 1 respectively. In this scale minimum 18 and maximum score of 72 can be obtained. Low score indicates higher level of satisfaction about body image and high score indicates higher level of dissatisfaction with body image. The author of this scale reported satisfactory level of reliability and validity.

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### *Procedure:*

Participants were contacted individually at their place of living and at their place of workout i.e. gym. Respondents were clearly informed about the purpose of the study. After establishing the rapport with the participants, he/she was asked to understand the general instructions, however the instructions for specific tests were provided separately. When the subjects were comfortable with instructions and ready for testing, questionnaires were given. She/he was asked to answer each and every item of all the administered questionnaires and was ensured that the responses given by him/her would be kept confidential.

### **RESULT**

In order to examine the hypotheses framed with reference to objectives of the study data were analyzed using t-test. When the statistical analysis regarding the impact of use of gym on body image among adults were carried out interesting results were obtained. These results are presented in table no.1

*Table 1: Means, SDs and t-values of body image with reference to use of gym*

Group	N	Mean	SD	't' – Value
Gym users	60	42.42	8.67	9.33**
Non-gym users	60	27.13	8.24	
Gym user males	30	38.23	11.55	5.54**
Non-gym users males	30	25.16	5.76	
Gym user females	30	46.60	3.25	9.72**
Non-gym user females	30	29.10	9.34	

\*\*p<.01

Table 1 Indicates that gym users had higher mean (M=42.42) for body image than non-gym users mean (M=27.13). It shows that gym users are highly dissatisfied with their body image than non-gym users; the t-value for the significance of difference between mean scores is 9.33, which is significant at 0.01 level. (The cut-off score for satisfaction/dissatisfaction is 37)

Further analysis was carried out to know if gym user and non-gym user males differ on body image. Similar analysis was also carried out for gym user and non-gym user females. In both the cases significant t-values (5.54 and 9.72) have been obtained. It portrayed that there is significant difference between gym user and non-user male in body image. Mean scores of gym user males and non-user males are 38.23 and 25.16 respectively reflecting that gym user males are more dissatisfied with their body image than non-gym user males.



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So far as female group is concerned similar results obtained. There is significant difference between gym user and non-user females in body image. Result reflected that gym user females are more dissatisfied ( $M=46.60$ ) with their body image than non-gym user females ( $M=29.10$ ).

**Table 2: Means, SDs and t-values of body image with reference to weight**

Variables	N	Mean	SD	't' – value
More weight	60	41.40	9.64	10.46**
Less weight	60	28.10	0.69	
Gym users having more weight	28	44.04	07.65	0.23 NS
Gym users having less weight	32	41.00	19.51	
Non-gym users having more weight	23	26.96	6.25	1.50 NS
Non-gym users having less weight	37	27.24	4.48	

\*\* $p < .01$ , NS = Not Significant

Table 2 Indicates that more weight mean ( $M=41.40$ ) for body image than less weight mean ( $M=28.10$ ). It saws that people having more weight are highly dissatisfied with their body image than people having less weight; the t-value for the significance of difference between mean scores is 10.46, which is significant at 0.01 levels.

Further analysis was carried out to know if gym users having more weight and less weight differ on body image. Similar analysis was carried out for non-gym users having more weight and less weight in both the cases significant t-values (0.23 and 1.50) have been obtained. It portrayed that there are no significant differences among gym users having high weight and low weight in body image. Mean scores of gym users having more weight and less weight is 44.04 and 41.00. respectively reflecting that gym users having more weight and less weight people are equally dissatisfied with their body image.

So far as non-gym users having more weight and less weight group is concerned similar result obtained. There is no significant different between non-gym users having more weight and less weight in body image. Result reflected that non-gym users having more weight and less weight are equally satisfied (26.96 and 27.24) with their body image

## DISCUSSION

Every individual has perception, thoughts and feelings connected to one's body image. Estimating the body size and weight contributes to one's perception, evaluation of bodily attractiveness contributes to one's thoughts and how comfortable is a man or woman with one's

## **Body Weight Effect on Body Image among Gym Users and Non-Gym Users**

body may evoke different feelings connected to body image. It is understood that men and women are victims of stereotyped portrayal of body image.

The present study aimed at investigating whether any difference existed in body image among gym users and non-gym users about their body image. Result indicates that gym users are highly dissatisfied with their body image than non-gym users. More over the non-gym users were satisfied with their body image. Gym users often concerned about their physical appearance, dissatisfied with their look and weight, or want to lose weight. Exercise training can lead to significant improvements in body image and also improves body image by making people aware of their physical capabilities (McDonald & Thompson, 1992). Most of the people think that gym is the place where they can improve their body image. Gym users concerned about their physical appearance. They dissatisfied with their look. So they want to lose weight.

Result of the study also saws that people having more weight are highly dissatisfied with their body image than people having less weight. Results of a few studies are in support of current result; Larkin and Pines (1979) provided evidence for such a stereotype by asking their participants to read and evaluate written descriptions of individuals who differed only in terms of sex and weight. They rated overweight people more negatively than they rated people of average weight. Ackard and Peterson (2001) believe that overweight is related to dissatisfaction of body image and related behavior. The research suggests that overweight people are more prone to less body satisfaction compared to people of normal weight. Individuals who are obese are particularly likely to have less body satisfaction (Goldfield et al., 2010).

In India, body shape and weight is directly associated with their social life and future marriage life, especially for girls. In today's world, young people are constantly under the impression that they have to fit the current definition in order to fit in with society and be recognized. Young people are idolizing media images and trying to imitate them. This in turn is causing a negative effect on individualism. Usually it is observed that young people are more conscious to control their weight by restricting diet or doing physical exercise. Every person is Over conscious about harmful consequences of overweight and obesity. Overweight people are teased by their colleagues and they become victim of so many unwanted situation. Thinness is more accepted than obesity in India. Due to more cultural reforms, Indian people are more conscious for their body weight and body image. Therefore, we can conclude that they are more prone to visit health clubs to reduce their weight or build body image.

On the other hand, negative body image, or body image dissatisfaction, has been linked to a range of negative physical and psychological health concerns and risk-taking behaviors, including the development of eating disorders, less self-esteem, Depression, self-harm and suicide. So, we can't take it lightly.

## CONCLUSION

Thus, results portrayed that gym user males and females were highly dissatisfied with their body image than non-gym user males and females. Result also revealed that people having more weight are highly dissatisfied with their body image than people having less weight. We can conclude that body weight plays a crucial role in physical look of adults male and female. Obviously it is good to think about body weight as well as body image as both the factors have pervasive effects on many other psychological (e.g. eating disorders, less self-esteem, Depression, etc) and physiological (e.g. diseases like hypertension, diabetes mellitus, coronary heart disease, stroke etc.) consequence.

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## **Stress and Coping Strategies among B.ED and D.ED Students**

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**Keywords:** *Stress, Coping Strategies, B.ED, D.ED, Students*

Weiten et al (2009) propose that stress is an epidemic in the 21st century that commonly affects of us on a daily basis, when considering minor s from environmental conditions such as noise and pollution; Even though saving gadgets and self-help tools have increased substantially in the 20th century and people have more control over their lives, there is an increase of society and people have less free time. "We well define stress as any instances that threaten or are perceived to threaten one's well-being and hereby tax one'-s coping abilities "for example a person can no longer meet journal demands such as work or relationships they feel they do not have the eye beholder.

Stress is a part of day-to-day living. It is a common human phenomenon and of life as a college student. As college students you may experience stress beating academic demands, adjusting to a new living environment, or developing hand ships.

The stress you experience is not necessarily harmful. Mild forms of stress can act. as a motivator and energizer. However, if your stress level is too medical and social problems can result.

Stress affects most people in some way. Acute (sudden, short-term) stress ads to rapid changes throughout the body. Almost all body systems (the heart and good vessels, immune system, lungs, digestive system, sensory organs, and brain) . ear up to meet perceived danger.

Stress is simply a reaction to a stimulus that disturbs our physical or mental bruin. In other words, it's an omnipresent part ,of life. A stressful event can either "fight-or-flight" response, causing hormones such as adrenaline and cal to surge through\_ the body. A little bit of stress, known as "acute stress,"

This handout describes different ways of coping effectively with stress. In r to cope effectively, it is first important to know what situations you find and what the experience of stress is like for you. Specific strategies with stress are suggested, such as using relaxation techniques, talking with iris, exercising, and creative expression.

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### Stress

Stress is a general term applied to various mental and physiological stress experienced by people feel in their lives. Stress is a term people often use to describe a "feeling of pressure, strain, or tension. People often say that they are "under stress" or feel "stressed out" when dealing with challenging situations or event. Everyone encounters stressful actions. Sometimes the stress comes from something positive (like a new job, apartment, or new relationship) and sometimes from something negative.

The condition of stress has two components: physical, involving direct or bodily challenge, and psychological, involving how individuals receive circumstances in their lives. These components can be examined in three ways. One approach focuses on the environment, describing stress as a stimulus. See this in people's reference to the source or cause of their tension as being an event or set of circumstances such as having "a high-stress job." Physically or psychologically challenging events or circumstances are called stressors.

Researchers who follow this approach study the impact of a wide range of stressors, including (1) catastrophic events, such as tornadoes and earthquakes. (2) Major life events, such as the loss of a loved one or a job, and (3) chronic substances, such as living with severe pain from arthritis.

### Conceptual Framework

*Concept Of Stress:* It should be obvious from the opening Case why stress has been called a curse of civilization.

The rapid pace of our lives, overcrowded living conditions, too many demands on our time, interferences with our personal ambitions and frustrating job conditions all contribute to the modern stress equation; But would we be better off without stress? That would be a life without challenge -no difficulties to surmount, new fields to conquer, no reason to sharpen our wits, no improving our abilities. Stress is an unavoidable part of living, because every organism faces challenges in its environment and from its own needs. These challenges are "problems" that it must solve if it is to survive and thrive.

Stress is the pattern of specific and non-specific responses and organism – access to stimulus events that disturb equilibrium and tax or exceed its ability to.

The stimulus events include a large variety of external and internal additions that collectively are called stressor. A stressor is a stimulus event that stresses a demand on an organism for some kind of adaptive response. The stress

Responses are composed of a diverse combination of reactions on several levels. Including physiological, behavioral, emotional and cognitive changes.

As you have observed that some people experience one stressful event after another and do not break down. While others are seriously upset by every low-level stress. This happens because the effect of most stressors is not a direct one, but is

The cognitive appraisal of a stressor is one such moderator variable is it viewed as a threat or an edge? The resource that is available to deal with that stressor is another Stressor, variable.

### **Role of Cognitive Appraisal**

Before a stress response begins, a demand on the organism (stressor) must be cognized on some level and evaluated. Cognitive appraisal plays a central role. Defining the situation what the demand is, how big a threat it is, what resources has for meeting it, and what strategies are appropriate. Some stressor, such as injury or finding one's house on fire are seen as threats by almost anyone, many other stressors can be defined in various ways, depending on our overall situation, the relation of this particular demand to our central goals, our pretence for dealing with it, and our assessment of our competence. The action that causes acute distress for me may be all in a day's work for you.

Our appraisal of a stressor and of our resources for meeting it can be as Portent as the actual stressor in determining our conscious experience, what strategies we still see as appropriate, and how successful we still be. If we see a stressor as too much for us to deal with, we create a self-fulfilling prophecy we are likely to fail even if objectively we are capable of dealing quietly with the demand. Doctors have long known that a parent's attitudes can be as important as the physical condition in determining the course of the illness.

Cognitive appraisal may define a stressor as an interesting new challenge will be fun to test oneself against instead of as a threat. The experience may be of exhilaration, of being psyched up anticipating achievement.

### **Psychological Stress Reactions**

Our physiological stress reactions are automatic & predictable, built-in sources over which we normally have no conscious control. Not so our psychological reactions. They are learned and are heavily dependent on our perceptions and interpretations of the world and of our capacity for dealing with it. Include behavioral, emotional, and cognitive aspects.

### **Adaptation Patterns**

The behavior of a person under stress depends in part on the level of stress experienced. Mild stress activates and intensifies biologically significant responses. Mild stress makes an organism more alert; energies are focused & performance may improve. Positive behavioral responses, becoming vigilant to access of threat, seeking protection & support from others, & learning better strategies & coping skill.

### **Life is Full of Little Hassles**

Life is filled with low-level frustration. Your pencil breaks during an exam, get stuck in traffic, or you forget to set your alarm clock for an important appointment. To what extent do these minor irritations pile up to become stressors at play havoc with your health? The answer is to a bigger extent than you might again.

A psychiatrist distributed 100 questionnaires to the faithful waiting for the 2 A.M "bullet" train from Long island into Manhattan. From the 49 completed stationeries returned, it was determined that these average commuters had just doped down their breakfast. in less than 11 minutes, if. at all; were preparation 3 hours each day in transit; and in 10 years had logged about 7500 hours of time assuming two week vacations and no time off for illness. Two thirds of commuters believed their family relations were impaired by their commuting. nine percent experienced fatigue, 47 percent were filled with conscious 28 percent were anxious, and others reported headaches, muscle pains, rejection, and other symptoms of the long-term consequences of beating the rat e in the city by living in the country. (F. Charaton, personal communication, ring, 1973).

### Catastrophic Events

Dining and dancing in a beautiful setting on a Friday evening sounds like a prescription for relieving the stress of a hard week of work. Unfortunately it became, instead, prescription for a disaster, creating great stress, when, in 1982 two aerial walk ways collapsed into the lobby of a hotel in Kansas City, Missouri. Immediately affected were the 2000 people who were attending a tea dance, more than 300 of whom were killed or injured. Also experiencing stress were 1000 rescue workers, who worked more than 10 hours just to get through the rubble to all the victims. Another 5000 people were less directly affected: workers at the hotel, personnel at hospitals in the area, and friends and families of victims (Gist & Stolz, 1982). No count could be made of those who were affected in the immediate community and to television viewers across the nation, as people tried to deal with the senselessness of the event and the anxieties it created about the possibility of other such disasters elsewhere.

Researchers have found that five stages occur predictably in people's responses to disasters:

Typically, there is a period of shock and even "psychic numbness, "during which people cannot fully compare hand what has happened. The next phase involves what has been called "autocratic action"; people try to respond to the disaster and may behave adaptively, but with little awareness of their actions and poor later memory of the experience.

In the next stage, people often feel great accomplish-meant and even a positive sense of communal effort for a shared purpose. Also in this phase, people feel weary and are aware that they are using up their reserves of energy. During the next phase, they experience a letdown; their energy is depleted and the impact of the tragedy is finally comprehended and felt emotionally. An extended period of recovery follows, as people try to rebuild and to adapt to the changes brought about by the disaster. (Cohen & Ahearn, 1980)

Knowledge of these typical reaction stages predicting a model that is helpful in predicting people s reactions· when disaster strikes, enabling rescue workers to anticipate and help victims deal with the problems that arise. Responses to such varied events as fold tolnadoes, airplane crashes, and factory explosions have all been shown to fit this model of disaster reactions.

### **Chronic Societal Sources of Stress**

What of environmental stressors that part of the ongoing circumstances of life: overcrowding, economic recession, fear of nuclear war? What cumulative effect do such stressors have on us.

### **COPING STRATEGIES:**

If living is inevitably stressful and if too much stress can disrupt our lives, and even kill us we need to learn own to cope so that we can survive. Coping refers to attempts to meet environmental demands in order to prevent negative consequences (lazarus and folkman, 1984). There, are many different coping techniques, some of which still is more effective than others for a given person in given situation.

Because animals in the wild inputs adapt biologically to their environment, their mechanisms for coping are coded in their genes and limited by the slow timetable of evolutionary processes. Human beings have a tremendous potential for adapting not only biologically, over generations, but psychologically, within a lifetime even within a short period of time if they want to change.

In this final section of the chapter we will look at a variety of strategies that people use to reduce the amount of stress they experience and to lessen its harmful effects. Some strategies are ones that most of us use naturally and habitually, whereas others are special techniques that can be learned. Some strategies are individual ones; to be done on one's own in contrast social strategies depend of the presence of other people.

### **Problem focused versus emotion focused coping**

Coping strategies can be grouped into two main types, depending on whether the goal is to deal with the problem (proofed- focused) or to lessen the discomfort of it (emotion - focused).

The first main approach includes any strategy to deal directly with the stressor whether through overt action or through realistic problem-solving mental emerged was an indecisive coping style that was likely to promote a sense of personal inadequacy which, in turn, was a source of more depression. (coyne et al.1981)

The ego defense mechanisms discussed in chapter 12 (such as repression, denial of reality, and rationalization) are familiar emotion regulating approaches. Undertake unconsciously to protect us appraise situations in less self-threatening ways. They lead to coping strategies that are essentially aimed at self-protection rather than at solving problems. At times, however, they cause us to distort reality and, when overused, can lead to maladaptive coping.

### **Altering Bodily Reactions**

Stress equals tension for many people. This often means tight muscles, high blood pressure, constricted blood vessels in the brain, and chronic over secretion of hormones. Fortunately; many of these tension responses can be controlled by variety techniques some ages old, some quite new.



### **Relaxation**

Relaxation through meditation has ancient roots in many parts of the world. For centuries in eastern cultures, ways to calm the mind still the body's tensions have been practiced. Today Zen discipline and yoga exercises from Japan and India are part of daily life for many people both there and, increasingly, in the west. In our own culture, a growing number of people have been attracted to work shops and therapy in relaxation training and to various forms of meditation.

Just as stress is the nonspecific response of the body to any demand made on it, there is growing evidence that complete relaxation is a potent anti's tress, response. The relaxation response is a condition in which muscle tension, cortical.

### **Modifying Cognitive Strategies:**

A powerful way to handle stress more adaptively is to change our evaluations of stressors and our self-defeating cognitions about the way we are dealing with them. We need to find a different way to think about a given situation, our role in it and the causal attributions we make to explain the undesirable outcome.

### **Reappraising Stressors:**

The close connection between cognitive appraisal and the degree of autonomic nervous system arousal has been demonstrated in studies where the cognitive appraisal was systematically varied.

When subjects watched an upsetting film showing vivid circumcision rites in a primitive tribe, they were less physiologically aroused when the film had a sound track that either denied the dangers or discussed them in an intellectual, detached way. (Speisman et al., 1964)

In another study, subjects viewing a film of an industrial accident were less aroused if they were "emotionally inoculated" by being warned in advance that it was coming and given a chance to imagine the threatening scenes beforehand. This is cognitive preparation, which gave them an opportunity to rehearse mentally both the stress full episode and their coping.

### **Supportiveness of the environment**

Life in societies is the most powerful weapon in the struggle for life thus it was that thousands of years before humans appeared association of animals in social units was preparing the way for human society (chapin, 1913)

We all cope with stress as individuals, but for a lifetime of effective coping and for the continued success of our species, it is necessary for us to band together with our families, friends, and neighbors (at home and throughout our small planet). Isolation can lead to inadequate coping and is itself the cause of much stress. Much contemporary research points to the improvement in

coping that can come from being part of a social support network and from living and working in a healthy environment.

### **Social support network**

Social support refers to the resources provided by other persons this resources can include material- aid socio-emotional support and informational aid the persons who can provide these resources for an individual are those with whom he are she has significant social relationships such as family members friends coworkers and neighbors

There is now a sizable body of evidence showing that the presence of social support makes people less vulnerable to stress. When people have other people they can turn to, they are better able to handle job stressors, unemployment, marital.

## **REVIEW OF LITERATURE**

### **1. Hamiton, Sandra, Fagot Beverly (1998)**

Chronic stress and coping styles: A comparison of male and female undergraduates.

Male and female coping behaviors were compared in order to test the theory that men use instruments coping strategies more frequently than women, who are thought to use emotion focused coping solutions. We interviewed 51 female and 39 male first year undergraduates by telephone three times a week for 8 weeks. Using an inventory developed for 28 chronic stressors. Analyses of variance were used to test gender differences in frequency of daily stressors, concomitant perceptions of stress, and utilization of problem-solving behaviors. The majority expectations. (PsycInfo Database \_Record (c) 2044 AP A, all right reserved)

### **2. Compas, Bulce E. (1987)**

Coping with stress during childhood and adolescence. In the article. Research on how children and adolescents cope with stress and coping's role in reducing the adverse psychological states associated with stress is reviewed. Child and adolescent coping is reflected in seven different lines of research-infants' responses to maternal separation, social support, interpersonal cognitive problem-solving, coping in achievement contexts, Type A behavior pattern in children, repression-sensitization, and resilience to stress. A variety of coping resources, styles, and specific strategies are important. As well as attempts to deal with adverse emotions associated with stress.

### **03. Tein. Jemi-yun; sandier, Irwin N ;zautra alex j. (2000)**

*Stressful life events, psychological distress, coping, and parenting of divorced mothers: A longitudinal study.*

From the journal of family psychology this was a prospective longitudinal study of the relationship among life stress, psychological distress, coping, and parenting behaviors in a

sample · of divorced custodial mothers. First, the differential effects of major events and daily stressors on psychological distress and parenting were explored. Second, the meditational links among stress, distress, and 3dimensions of parenting behaviors were studied. Third, 3coping strategies were studied as moderators of the relationship between distress and parenting. The results showed that results showed that both major and small events had significant effects on parental distress, with effects of daily negative events being greater ,than those of .major events. Parental distress mediated the relationship between stressful life events and parental acceptance of their children's behaviors. Parental coping strategies moderated the relationship between mother's psychological distress and mothers discipline practice.

### 12.Valentiner, David P.; Foa, Edna B, Riggs, David S,; Gershuny, Beth S(1996)

Coping strategies and posttraumatic stress disorder in female victims of sexual and nonsexual assault.(From the journal abstract ) The coping behaviors and (posttraumatic stress disorder [PTSD] symptoms of 215 female assault victims (103 rape victims and 112 nonsexual assault victims) were assessed within 2 weeks following the assault (time), and 133 of them (62%)were followed up 3 mo later (time 2) . post trauma symptom severity significantly decreased during the 3-mo study period, but PSTD severity levels at times 1 to 2 were highly correlated. Three constructed on the basis of exploratory factor analyses: mobilizing support, positive distancing, and wishful thinking. Three mo post assault, rape victims showed higher levels of wishful thinking and PSTD their nonsexual assault victims. Wishful thinking three mo post assault, rape victims showed higher levels of wishful thinking association and positive distancing a negative association with PTSD severity, controlling for assault rape, initial levels of PTSD severity, and other coping strategies.

## METRO LOGY

### *Statement of the Problem:*

“To study the stress and coping strategies among B.Ed and D.Ed student.”

### *Variable's:*

- I. Independent variable**
  - a) B.Ed and D.Ed students
  - b) Gender Male and Fem ale
- II. Dependent variable**
  - Stress and coping strategies

### *Objective's:*

1. To study the level of stress among B.Ed and D.Ed students.
2. To study the level of coping strategies among B.Ed and D.Ed students.
3. To study the level of coping strategies. among male and female B.Ed and D.Ed student.
4. To student the level of· stress among male and female B.ed and D.Ed student.

### *Hypothesis:*

1. There is significant difference in the level of stress between B.ed and D.ed student.
2. There is significant difference \_in the level of coping strategies between B.ed and D.ed students
3. There is significant difference in the level of coping strategies between male and female students.
4. There is significant difference in the level of stress male and female students.

### *Tools:*

#### **I. Singh personal stress source inventory:**

Singh personal stress source inventory is · developed by Arunkumar Singh and -Ashish Kumar Singh and Arpana sing. Which is consisting of 35 items distributed dimension of Singh personal stress source inventory.

The inventory has three response categories namely seldom, sometime, frequently.

The scoring of SPSSI is· very simple. Every item marked as seldom by the tested is given a score of (1), marked as sometime item is given a coat of (2) and marked as frequently a score of (3) unmarked items are given· a score of zero. Higher the score, the higher is the magnitude of personal stress likewise, lower the score, lower is the magnitude of personal stress, the maximum score on SPSS is 105.

#### **II. Coping strategies scale:**

Coping strategies scale is developed by prof. A.K. srivastava which is consisting of 50 items distributed dimension of coping strategies scale. The inventory has five responses categories namely Never, Rarely, Sometimes, Most of the time, Almost always.

The scoring of coping strategies scale. Every item marked as Never item is given a score of (0), marked as Rarely item is given a score of (1 ), marked as Sometimes item is given a score (2). Marked as mo\_st of the time item is given a score (3) and marked as Almost always item is given a score (4).

High scores on Avoidance coping strategies would indicate deficient or dysfunctional coping, and low score would indicate efficient or functional coping.

## **DISCUSSION**

The present's Studding, designed, to study the stress and coping strategies among B.Ed and D.Ed students. There are four hypothesis were formulated to test the present study result are discussed in the following table.

## Stress and Coping Strategies among B.ED and D.ED Students

**Table No. 01, Showing the level of stress among B.Ed and D.Ed students**

Faculty	Men	SD	t-value
B.ed	60.04	5.28	5.36**
D.ed	65.05	4.82	

\*\*significant at 0.01 level

Table no: 01 showing the level of stress among B.ed and D.ed students. The mean score of B.ed students is 60.4 and SD us 5.28 and that of D.ed student is 65.5 and 4.82. The calculated t-value is 5.36 which is significant at 0.01 level of significance. This indicates that there is significant difference in the level of stress between B.ed and D.ed students. D.ed student are having more stress compare to B.ed students.

**Table No. 02, Showing the level of coping strategies among B.ed and D.ed students**

Faculty	Men	SD	t-value
B.ed	85.00	14.45	6.43**
D.ed	101.74	11.45	

\*\*significant at 0.01 level

Table no: 01 showing the level of stress among B.ed and D.ed students. The mean score of B.ed students is 85 and SD us 14.45 and that of D.ed student is 101.74 and 11.45. The calculated t-value is 6.43 which is significant at 0.01 level of significance. This indicates that there is significant difference in the level of coping strategies between B.ed and .D.ed students. B.ed student are having low coping strategies compare to D.ed students.

**Table No. 03, Showing the level of coping strategies among male and female B.ed and D.ed students.**

	B.ed			D.ed		
	Mean	SD	t-value	Mean	SD	t-value
Male	80.32	15.10	2.43*	104	10.06	1.52NS
Female	89.68	11.97		99.48	11.00	

\*Significant at 0.01 level

Table no: 03 showing the coping strategies among male and female B.ed and D.ed students.

The mean score of B.ed male student is 80.82 and SD is 15.10 and that of B.ed female student is 89.68 and 11.97. The calculated t-value is 2.43 which is significant at 0.05 level of significance. This indicates that there is significant difference, in the level of coping strategies between B.ed male and B.ed female student. B.ed female student are having low coping strategies compare to B.ed female students.

The mean score of D.ed male student is 104 and SD is 10.06 and that of D.ed female students is 99.48 and, 11.00. The calculated t-value is 1.52 which is not significant at any level. This indicates that there is no significant difference in the level of coping strategies between D.ed

## Stress and Coping Strategies among B.ED and D.ED Students

male and D.ed female students. When mean score is seen the D.ed female students are having low coping strategies compare to D.ed male students.

**Table No. 04, Showing the level of stress among male and female B.ed and D.ed students.**

	B.ed			D.ed		
	Mean	SD	t-value	Mean	SD	t-value
Male	59.72	4.41	0.90NS	66.28	5.60	1.15NS
Female	61.08	6.22		64.72	3.33	

Table No.04 Showing the level of stress among male and female B.ed and D.ed students

The mean score of B.Ed male student is 59.72 and SD is 4.41 and that of B.Ed female student is 61.08 and 6.22. The calculated t-value is 0.90 which is not significant at any level. This indicates that there is no significant difference in the level of stress between B.Ed male and B.Ed female students when mean score is seen B.Ed female student are having more stress compare to B.Ed male students.

The mean score of D.Ed male student is 66.28 and SD is 5.60 and that of D.Ed female student is 64.72 and 3.33. the calculated t-value is 1.15 which is not significant at any level: This indicates that there is no significant difference in the

1. level of stress between D.Ed male and D.Ed female students. D.Ed male student are having more stress compare to D.Ed female students.

## CONCLUSION

3. There is significant difference in the level of stress between B.ed and D.ed students. D.ed students are have more stress than B.ed students
4. There is significant difference in the level of coping strategies between B.ed and D.ed students. B.Ed Student are having low coping strategies then D.Ed Students.
5. There is significant difference in the level of coping strategies between B.ed male and B.ed female students.
6. There is no significant difference in the level of coping strategies between D.ed male and D.ed female students.
7. There is no significant difference in the level of stress between male and female B.ed and D.ed students.

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## Investigation of Relationship between Study Habits and Achievement Motivation of College Students

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### ABSTRACT

Educational psychology is considered as an important branch of modern psychology. In it with study of behavior of a child to an old man is done scientifically in context of his learning environment. And the concept of motivation has taken many forms; It appears in our folklore, in our traditions and customs, in our great philosophical systems, and in our more recent science of behavior. The common and unifying element in these diverse conceptions is that motivation is an agency or factor or force that helps to explain behavior. The purpose of this study was to explore the relationship between Study Habits and Achievement motivation of college students of Halol city in Gujarat state. In this research paper Study Habits inventory and Achievement Motivation inventory was used. The random sample (N=111) was taken from college. The product-moment coefficient of correlation method and “ t ” test was calculated to find out the result. Results showed positive relationship between Study Habits and Achievement motivation. It was also found that Study Habits and Achievement motivation are not gender sensitive. The high group of Study Habit students has achieved high results in Achievement then the low group of Study Habits students. The detail results are indicating in the paper.

**Keywords:** *Relationship, Habits, Achievement, Motivation, College, Student*

Learning is a highly complex problem in psychology. We know that different psychologists have tried to explain it in their own ways. Many factors greatly influence the process of learning aptitudes viz, heredity, effects of environment, his maturity, his interest in the subject and capacity of understand, member of his family, friends, qualities of teacher, methods of learning etc.

Mostly every student selects a particular method of study on the basis of his Study Habits and Attitudes. Study Habits undoubtedly make invaluable contribution to student's future academic achievements and professional successes. Hence, it is necessary to acquire the knowledge of Study Habits and Attitudes of students by scientific methods.

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## **Investigation of Relationship between Study Habits and Achievement Motivation of College Students**

Achievement Motivation is relatively a new concept in the global world of motivation. The basis of Achievement Motivation is achievement motive. Those who engage themselves in the task on account of an achievement motive are said to work under the spirit of achievement motivation. Therefore in order to understand the meaning of the term achievement motive it is essential to know in detail the nature and meaning of achievement motive. The motivation model of McClelland postulates that effect is conditioned to stimuli by mere association. The more frequently pleasure or un-pleasure is associated with neutral stimuli, the stronger will be the association formed and the more likely it is that this formerly neutral stimulus will evoke effect in the future.

McClelland's achievement is currently assessed through a written test given in one of several forms. Subjects are asked to write creative stories based on stimuli which are sufficiently ambiguous to allow many possible interpretations. After the stories are written, they are scored on the basis of the amount of "achievement imagery" in the stories. It is assumed that the stories reflect the motives of the writers. Projective technique is the generic term for tests which result in subjects revealing things of theoretical interest about themselves through stories created as a result of ambiguous or unstructured stimuli allowing various interpretations. The McClelland system for measuring motivation is objectified to allow a minimum of subjective evaluation. One of the techniques used by the McClelland group to measure motivation stems from the earlier work of Murry.

### **OBJECTIVES**

1. To investigate the relationship between Study Habits and Achievement of college students.
2. To compare the Study Habits of male and female of college students.
3. To compare the Achievement Motivation of male and female of college students.
4. To compare the Achievement Motivation who have high and low Study Habits of college students.

### **METHODOLOGY**

#### ***Sample:***

The sample of the present study consists of 32 Male and 79 Female (Total sample: 111). They are randomly selected from college students.

#### ***Tool:***

Study Habits and Attitudes Inventory, Constructed and Standardized by Dr. I. D. Thakor (2014) were used. This inventory consisted of 29 items which includes 16 positive and 13 negative statements.

Achievement Motivation, Constructed and Standardized by Dr. Ashwin Jansari (2006) to measure the Achievement Motivation of schools and colleges students. The split-half Reliability



## Investigation of Relationship between Study Habits and Achievement Motivation of College Students

and Test Re-Test Reliability is shown 0.72 and 0.63 respectively. (N=120). Validity of test with *Thematic Apperception Test* (TAT) is shown 0.54 (N=50). The scale consists of 25 items.

### ***Hypotheses:***

HO:(I) There is no significant relationship between Study Habits and Achievement Motivation of college students.

HO:(II) There is no significant difference between Study Habits of male and female of college students.

HO:(III) There is no significant difference between Achievement Motivation of male and female of college students.

HO:(IV) There is no significant difference between Achievement Motivation of college students who have high and low Study Habits.

### ***Procedure:***

The data has been collected in small groups in the classroom situation. During the testing session respondents were instructed in brief about the purpose of investigation. They were instructed to read the items carefully and to put a tick mark before one of the items. According to their selected opinion and one by one calculation row scores of all forms and found out the product-moment coefficient of correlation “r” MEAN, SD and “t” Value of respondents.

## **RESULTS AND DISCUSSION**

The findings of the study on problem of relationship between Study Habits and Achievement Motivation of college students. The product-moment coefficient of correlation “r” was calculated to find out the result. The results of data analysis are presented in the following tables.

***Table, I, Coefficient of Correlation “r” Between Study Habits and Achievement Motivation of College Student.***

Sr. No	Groups	N	df	“r”	Sig. Level
01	Study Habits Inventory	111	109	0.25	0.01
02	Achievement Motivation	111			

(N=111)

Table No: I Shows a correlation coefficient of 0.25  $P < 0.01$ . Hence, the null hypothesis stated. Above hypothesis is rejected in favor of the alternative hypothesis. This means that there is a positive relationship between Study Habits and Achievement Motivation of college student.

***Table: II, MEAN, SD and “t” Value of Gender difference of Study Habits and Attitudes Inventory of College Students.***

Sr. No	Gender	N	Mean	S.D.	df	“t” Value	Sig. Level.
01	Male	32	19.34	4.46	109	0.66	NS*
02	Female	79	19.67	3.99			

(N=111)

\*NS = Not Significant.

Table Value.= 1.98

Level of Significant.= 0.05

Calculated “t” = 0.66

Table No: II, Shows the mean scores of Study Habits and Attitudes Inventory between Male and Female of college students are 19.34 and 19.67 respectively. The “ t ” value difference between Male and Female of college students are 0.66, which is not significant at 0.05 level. The table value is 1.98 at 109 df. Therefore the null hypothesis is accepted. Therefore, it can be said that there is no significant difference between mean scores of Study Habits and Attitudes Inventory between Male and Female of college students. It is concluded that gender is not a factor for affecting Study Habits and Attitudes Inventory of college students. The main reason for almost equal Study Habits and Attitudes of Male and Female is because they are studying together with the same teaching and learning methods in the class rooms.

**Table: III, MEAN, SD and “ t ” Value of Gender difference of Achievement Motivation of College Students.**

Sr. No	Gender	N	Mean	S.D.	df	“t” Value	Sig. Level.
01	Male	32	16.94	10.50	109	0.41	NS*
02	Female	79	18.04	9.79			

(N=111)

\*NS = Not Significant. Table Value.= 1.98

Level of Significant.= 0.05 Calculated “ t ” = 0.41

Table No: III, Shows the mean scores of Achievement Motivation between Male and Female of college students are 16.94 and 18.04 respectively. The “ t ” value difference between Male and Female of college students are 0.41, which is not significant at 0.05 level. The table value is 1.98 at 109 df. Therefore, the null hypothesis is accepted. Therefore, it can be said that there is no significant difference between mean scores of Achievement Motivation between Male and Female of college students. It is concluded that gender is not a factor for affecting of Achievement Motivation of college students. The main reason for almost equal Achievement Motivation of Male and Female is because they are studying together with the same teaching and learning methods in the class rooms.

**Table: IV, MEAN, SD and “ t ” Value of Study Habits and Attitudes difference in participant’s Achievement Motivation.**

Sr. No	Gender	N	Mean	S.D.	df	“t” Value	Sig. Level.
01	High	50	18.62	8.92	109	2.13	0.05
02	Low	61	16.98	10.78			

(N=111)

Table No: IV, Shows the mean scores of Study Habits and Attitudes Inventory between High and Low group of college students are 18.62 and 16.98 respectively. The “ t ” value difference between High and Low group of college students are 2.13, which is significant at 0.05 level. The table value is 1.98 at 109 df. Therefore, the null hypothesis is rejected in favor of the alternative

## Investigation of Relationship between Study Habits and Achievement Motivation of College Students

hypothesis. This indicates that a significant difference exists between the high Study Habits group better than the low Study Habits group in terms of Achievement Motivation.

### CONCLUSIONS

1. The positive and significant relationship has been found between Study Habits and Attitudes Inventory and Achievement Motivation of college students
2. The Male and Female are equal in Study Habits and Attitudes Inventory of college students.
3. The Male and Female are equal in Achievement Motivation of college students.
4. The high group of Study Habit students has achieved high results in Achievement then the low group of Study Habits students.

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## Employee Motivation: A Constant Challenge

Ms. Namrata Shah<sup>1\*</sup>

### ABSTRACT

Motivation is a key instrument that is often under-utilized by managers in today's workplace. To produce the best results for business in the most efficient and effective fashion, managers use motivation. Motivation is a prime tool to inspire people to work, both individually and in groups in the workplace.

This paper will help at creating a progressive motivational atmosphere for managers to get an effective workforce. Employee motivation has always been a challenge for leaders and managers. Demotivated employees exit the organization if given the opportunity and produce low quality work, these employees are likely to make little or no effort in their jobs, avoid the workplace as much as possible thereby skipping their responsibilities. Contrariwise, employees who feel motivated to work are likely to be determined, resourceful and dynamic, turning out high quality with productivity that they willingly undertake.

Motivation varies in different people. In existing theories, motivation arises, out of needs, values, objectives, intentions, and expectation. Motivating in an effective manner enables negative or difficult tasks to be imparted without creating clashes or ravaging trust. For increase in productivity, efficiency and job satisfaction within the workplace, motivation is de facto crucial.

**Keywords:** *Motivation, Workplace, Managers, Employees*

"The term motivation refers to factors that activate, direct, and sustain goal-directed behaviour. Motives are the "whys" of behaviour - the needs or wants that drive behaviour and explain what we do. We don't actually observe a motive; rather, we infer that one exists based on the behaviour we observe." (Nevid, 2013)<sup>2</sup>

People commonly confuse the notion of 'happy' employees with 'motivated' employees. These may be linked, but motivation actually is what causes the act, regardless of the level of happiness. The level of desire employees feel to perform, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge, is described as motivation.

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<sup>2</sup><http://psychology.about.com/od/mindex/g/motivation-definition.htm>

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## Employee Motivation: A Constant Challenge

It's the need of every manager to cultivate and direct motivation as it is the process that starts, directs, and retains goal-oriented behaviours. Adequately motivated employees are more productive, perform better quality work and feel more invested in their work. It helps employees, their managers and thereby the company, be more successful, when employees feel motivated.

In everyday usage, the term *motivation* is frequently used to describe *the action* of a person. The readiness to work at an assured level of effort can said to be motivation. Motivation comes from within us such as thoughts, beliefs, ambitions, and goals. Carefully identifying and addressing these motivating forces and implementing successful motivational programs that increase production and create a positive work environment is the need of the hour for every manager. Motivation has different approaches; therefore, management must find the best fit approach on an individual level for a successful program that would increase productivity and efficiency to reach better results for the organization.

Motivational studies most interests' managers as this may deliver insights into employee behaviour and performance, which in turn helps managers get desired results and improve worker productivity by using the most appropriate motivational techniques.

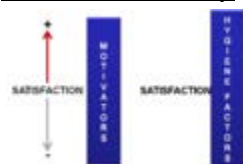
For any organisation to be successful the employees have to be motivated so as to perform in the right direction which will help the organisation achieve desired results.

### Theories of Motivation

Motivation come from the word 'motive' which means the stimulating factor within individuals like needs, desires, wants. Motivation has been an age old concern and hence there are many theories and approaches that explain the concept. Motivational theories are most relevant to explain behaviour. Motivation is the process of exciting people to act in the desired way to accomplish the goals. To develop an inclination for specific behaviour and desired action, prompt motivation is essential. Below are concepts of motivation most related to the subject at hand:

- *Herzberg's two-factor theory*<sup>3</sup>

#### Two-factor theory



- Frederick Herzberg's two-factor theory determines that at every work place there are factors that cause satisfaction and if these are absent these factors cause no-satisfaction. He also concludes

<sup>3</sup><https://www.google.com/search?q=%E2%80%A2%09Herzberg%27s+two-factor+theory&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiuruWOt7HJAhWCWh4KHbyqAt4QsAQIKQ&biw=1467&bih=723>

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that at work place there are hygiene factors, which are not motivators if they are present, but if absent cause dissatisfaction. The factors that motivate people can change over their lifespan. He distinguished between:

- *Motivators* (e.g. appreciation, responsibility) which give positive satisfaction, and
- *Hygiene factors* (e.g. status, job security, salary and fringe benefits) that do not motivate if present, but, if absent, result in demotivation.

As per Herzberg's theory, it is established that job satisfaction and dissatisfaction were the products of two unconnected aspects namely motivating factors (satisfiers) and hygiene factors (dissatisfiers). Examples of motivating factors (satisfiers) were: Responsibility, growth, achievement, recognition, work itself, advancement. Examples of hygiene factors (dissatisfiers) were: working conditions, job security, company policy, supervision, interpersonal relations, salary, status, personal life.<sup>[2]</sup>

- *Expectancy Theory*

Expectancy theory is another motivation theory which helps us understand employee expectations by connecting effort and reward. This means that an employee will expect to get rewarded if they have worked really hard with extra efforts to achieve a certain objective. In an office scenario, for example, an executive might offer to work a double shift when a manager is short staffed, but would expect praise for doing so.

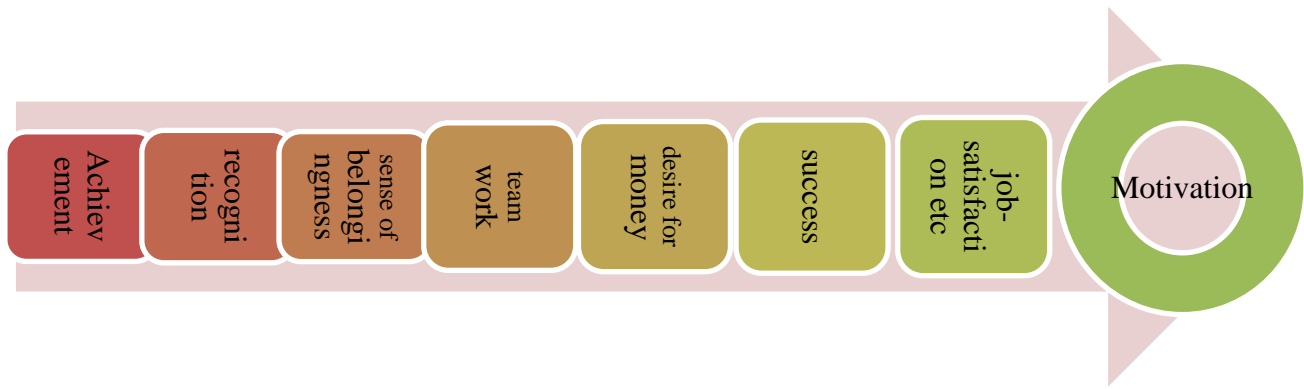
Appreciation always tends to bring the best out of employees and creates a positive work environment. Managers must learn to apply these courtesies. Managers can do simple things that can have a great impact on organizational morale to motivate associates to "go the extra mile."

Reward and Recognition must be made a part of every organisation and while doing so, managers have to keep several factors of the organisation and its employees. When thinking about rewards and recognition, managers need to think about what works for different people as some factors that work for few employees may not work for the others. Managers also need to keep in account that just because employees are productive doesn't mean they feel valued. The "platinum rule" is that you should do unto others as they would have you do unto them (Kepner and Wysocki, 2002)<sup>4</sup>. A healthier motivational environment would be created with this belief because employees may feel more valued if managers are effectively meeting employee's needs. In the organizational framework the psychological factors stimulating the people's behaviour can be –

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<sup>4</sup>Understanding Motivation: An Effective Tool for Managers by Ian Bessell, Brad Dicks, Allen Wysocki, and Karl Kepner -<https://edis.ifas.ufl.edu/hr017>

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Internal and external motivation processes that an employee experiences result into passionate and persistent behaviour to pursue a certain course of action. Hence, by framing an incentive plan as per employee's needs and wants the organisation can achieve its desired goals. We can say that motivation is a psychological phenomenon which means needs and wants of the individuals have to be tackled thoughtfully. Motivation has a concept that it comes from within; it is only us who can motivate us. We mould our own futures.

However this concept is a philosophy and won't really apply today. All organisations are constantly challenged with a vibrant and changing workforce hence individualized motivation may prove to be a challenge. When employees join any organisation they bring with them with various needs and expectations. Different employees have different beliefs, attitudes, values, backgrounds and thinking. But awareness on workforce diversity, diverse expectation of employees and ways to motivate these employees is a subject of learning for most organizations


### Importance of Motivation

- Motivation helps increase productivity, efficiency and output as employees work sincerely and perform better.
- Employees are energetic and willing to come to work regularly and thus helps in reducing absenteeism
- Motivation also helps control attrition by both financial and non-financial incentive schemes.
- A motivated employee will also help build goodwill in the employment market so as to attract new and right personnel.
- Problems like grievances, indiscipline and labour turnover can be handled by use of motivation.
- Motivation helps develop a sense of belongingness, co-operation and loyalty towards the organisation as proper rapport between employees and their managers is built.
- Organisational goals can be achieved timely by motivation as employees have a feeling of involvement and responsibility.

### Motivation a challenging job

- Workforce is ever changing and different employees have different needs and wants. Organisations need to understand this diversity and thus think of various ways of motivation for diverse workforce.
- Assumptions need to be made on employees' motives, reason behind employee behaviour and actions, which might not always be right.
- Change of job role, hierarchy and down-sizing in organisations are big motivational challenges
- Employees' need and expectations keep changing during their lifespan and managers need to be aware of such situations.
- Motivation Tree <sup>5</sup>

Rewards + Achievement + Empowerment = GROWTH

Education + Promotion + Responsibility + GROWTH  MOTIVATION

### Motivation and leadership topples traditional leadership theory

The key path to success of an organization is motivating employees and staff time to time and acquiring a huge and bright workforce. In short, pampering the employees while still being able to extract one-of-a-kind and outstanding ideas and products from them. The base concept helps to focus more on the results than on the people who deliver those results. Offering the employees distinctive and more than just attractive perks and benefits that just serve to show the very extreme lengths the company aims to go will surely make its employees consistently happy resulting into focused and timely outputs beneficial for the company.

### Ways to Motivate

- Recognition: Employee recognition needs to be personalised. Employee recognition programs can be made more motivational by allowing employees to choose their own rewards.
- Job satisfaction (responsibility, promotion, trainings, empowerment etc): Talking to employees helps improve communication as well as helps in motivation rather than relying on electronic ways to communicate. Employees feel involved with a personal touch that managers' give with personal communication.

Generating and sustaining profits is possible by building a positive motivational environment that attracts, focuses, and keeps talented employees which means employees have to be motivated to come to work regularly, get committed and perform better consistently.

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<sup>5</sup><http://www.actioncoach.com/blog/2015/05/05/increase-motivation-workplace/#prettyPhoto>



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Some organisation even Institute a flexible work schedule as per employee preferences, organisations are willing to give employees the choice of flexible work hours that suit their lifestyle or family situation. Flexible work(job sharing, telecommuting and flex-time) can improve employee motivation and retain employees who need a job that is not necessarily a standard 9am to 5pm one.

- **Rewards:** Reward good work. Bonuses and timely pay-outs for increased productivity are motivating to many employees; at least for their basic needs. Pay raises, commissions, performance bonuses, profit sharing, or any number of "extra benefits" like, automobiles, vacations, or other tangible items purchased and used as rewards are other ways of rewarding and motivating employees. Many organisations begin an employee-shareholder program. Organisations permit employees to buy shares in the company at discount prices or allocate certain shares specifically for purchase by of employees.
- **Appreciation:** Failing to recognise a work well done by employee by a manager, is a way to sabotage employee motivation. This results in loss of direction for the employee. Managers need to be aware of employee performance and give timely appreciation to boost employee morale.

Some employees get motivated by increasing responsibility. These employees will be more motivated to work harder to make the business succeed. Managers must offer employees training opportunities to improve their skills.

- **Inspiration:** **The manager's secret weapon for employee motivation is understanding that** many employees crave and do things for recognition what they will not do for money. A simple opportunity to get their name on the wall, receive a trophy at an annual banquet, or see their name in the company newsletter motivated these employees. Few ways of motivation by inspiration are putting up employee and team posters with pictures for a task well achieved, circulating an appreciation email throughout company with employee and team names, giving out awards for attendance records etc. These are ways that are inexpensive yet very effective for employee motivation.

Good leadership always inspires employees. Motivation by a good leader always includes company's mission, purpose and goals. Good leadership helps build market goodwill, it sustains existing people and attracts new people, because people want to be a part of a successful organisation that stands for something, and that provides a meaningful service to the marketplace.

## CONCLUSION

The level of energy, commitment, and creativity that a company's workers bring to their jobs can be termed as employee motivation. Motivational theories either stress on incentives or employee involvement (empowerment). Organisations may choose any method, it is important to have **a system in place that builds employee motivation**. People are different and so have to be the methods of motivation. Same factors of motivation or combined factors may or may not continue to motivate the same person over their lifespan. Not every person is motivated by the

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same factor, or combination of factors. Offering all five motivation factors- satisfaction, appreciation, recognition, inspiration and rewards ensures that the organization has something to contribute to the level of commitment and job satisfaction of each employee.

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## Intelligence Improvement and Intellect Enrichment by Seven Effective Thinking Patterns (SETP) Tool

Dr. Arvinder Singh<sup>1\*</sup>

### ABSTRACT

Intelligence and intellect are the most desirable traits to be improved and various scientists and psychologists are always striving to enrich these. Various methods have been proposed and tested. In most modern researches by the Seven Effective Thinking Patterns (SETP) tool designed and developed by Dr. Arvinder Singh is tested for intelligence enhancement. Guilford Model of Intelligence was tested for intelligence on evaluation and divergent production. The sample comprises of 80 adults randomly selected from colleges, entrepreneur and corporate employees. The selected parameters for evaluation were i) Number of Alternatives ii) Relevant Alternatives iii) Root Cause Analysis iv) Approach to Data Collection. Pre and Post training scores were evaluated on a scale of 1 to 10.

The number of alternatives during pre-training situation was  $4.25 \pm 1.036$  while for Post-training situation it was  $7.46 \pm 1.212$  with increase of 75.5%. The score on relevant alternatives during pre-training situation was  $2.56 \pm 1.133$  while for Post-training situation it was  $6.81 \pm 1.212$  with percentage increase of 166%. The score on root cause analysis during pre-training situation was  $4.55 \pm 1.013$  while for Post-training situation it was  $7.98 \pm 0.836$  and percentage increase of 75.4%. The approach to data collection during pre-training situation was  $4.64 \pm 0.988$  while for Post-training situation it was  $8.35 \pm 0.969$  with increment of 79.9%. All above parameters reflected p value of less than 0.01 which is highly significant. It can be confidently concluded with above data and research that SETP tool is quite effective and in improving intelligence of participant on Guilford Model of Intelligence.

**Keywords:** *Intelligence Enhancement, Root Cause Analysis, Seven Effective Thinking Patterns, SETP, Creativity, Guilford Intelligence Model.*

Intelligence and intellect are the most desirable traits and asset for humanity and it is the basis for evolution of human race. Various researchers, psychologists and scientists are trying to decode the intelligence and mechanism of mind to help the humanity. Researchers have clearly shown that intelligence and intellect is a complex function of brain. There are plenty of factors which operate together for anatomy of intelligence. The most accepted model for intelligence is

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the Guilford structure of intelligence. This model has got 150 parameters of intellect. The model consists of three components: 1. Contents 2. Products 3. Operations

In this model obviously the contents and products are more or less uncontrollable but operations can be trained by various mechanisms. To review the operations part of Guilford intelligence theory is made up of five components as follows:

- I. Evaluation
- II. Divergent Production
- III. Convergent Production
- IV. Memory
- V. Cognition

Seven Effective Thinking Patterns (SETP) tool designed, developed and patented by Dr Arvinder Singh has got different components of training different faculties of mind namely problem-solving, decision-making, creativity and memory. It is well accepted that these components can be objectively trained and once these factors are trained automatically intellectual ability of the person increases manifolds. The Seven Effective Thinking Patterns are:

- i. Meta-cognitive Thinking Pattern
- ii. Objective Thinking Pattern
- iii. Constructive Thinking Pattern
- iv. Critical Thinking Pattern
- v. Creative Thinking Pattern
- vi. Emotive Thinking Pattern
- vii. Radiant Thinking Pattern

The “SETP” teaches how to use these patterns and customize sequential order of employing the thinking pattern depending on the varying situation.

## REVIEW OF LITERATURE

**Lieberman (1965)** was of opinion that developing one's divergent thinking skills is thought to enhance creativity. Creativity can be seen as an ability to retrieve and connect disparate concepts stored in long-term memory systems. **Lloyd Humphreys (1979)** was of opinion that the intellect is resultant of the process of acquiring, storing in memory, retrieving, combining, comparing, and using in new contexts information and conceptual skills. **Reuven Feuerstein (1990)** expressed that the theory of Structural Cognitive Modifiability describes intelligence as "the unique propensity of human beings to change or modify the structure of their cognitive functioning to adapt to the changing demands of a life situation. **Howard Gardner (1993)** said that to my mind, a human intellectual competence must entail a set of skills of problem solving — enabling the individual to resolve genuine problems or difficulties that he or she

encounters and, when appropriate, to create an effective product — and must also entail the potential for finding or creating problems — and thereby laying the groundwork for the acquisition of new knowledge. According to **J.P. Guilford (2015)**, intellect consists of three key parameters: operations, contents and products. Each parameter contains specific elements, which are independent and therefore should be measured individually and considered as autonomous units of human intellect.

### MATERIAL AND METHODS

The sample comprises of 80 adults randomly selected from colleges, entrepreneur and corporate employees. The age of sample ranges between 18 to 45 years and were 51 Males and 29 Females. They were all of different socio-economic status and were having secondary education as minimum qualification. They were evaluated on the basis of analysis of the situation "Factory Workers have given notice for strike". They were asked to write for root cause analysis and approach to data collection in 20 minutes. The second parameter to be judged was number of alternative and relevancy of alternatives for the given situations and the subjects were given 20 minutes to write the ideas. The answer sheets were labelled by unique number. Then subjects were trained by SETP tool. After training program they were asked to generate and relate analysis and ideas on the same topic and the answer sheets were labelled again by unique number.

Two independent evaluators on prescribed parameters evaluated answer sheets and given scores of both were averaged. The evaluators were kept blind about any tool applied and were not told that they are evaluating the same student twice. In short evaluators evaluated 160 copies unaware of SETP tool application. The selected parameters for evaluation were:

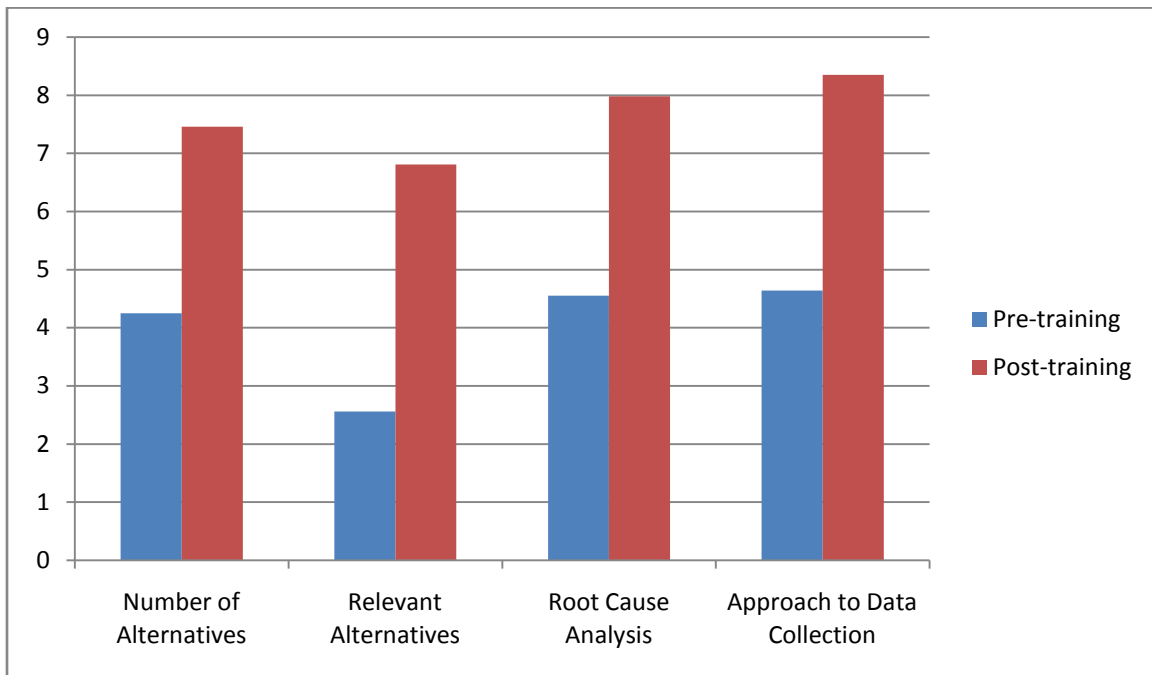
- I. Number of Alternatives
- II. Relevant Alternatives
- III. Root Cause Analysis
- IV. Approach to Data Collection

The evaluation was done on a scale of 1 to 10. Results were analyzed by the Paired 't' test was used for comparing pre and post training scores. All the calculations were done through Microsoft Excel.

**RESULTS**

*Table below showing Comparison of scores of the four factors before and after training by Seven Effective Thinking Patterns (SETP) tool*

		Mean	N	Std. Deviation	Percentage Change	P value
Number of Alternatives	Pre-training	4.25	80	1.036	75.5%	<0.01
	Post-training	7.46	80	1.212		
Relevant Alternatives	Pre-training	2.56	80	1.133	166%	<0.01
	Post-training	6.81	80	1.212		
Root Cause Analysis	Pre-training	4.55	80	1.013	75.4%	<0.01
	Post-training	7.98	80	0.836		
Approach to Data Collection	Pre-training	4.64	80	0.988	79.9%	<0.01
	Post-training	8.35	80	0.969		

**Chart****DISCUSSION**

The above table shows the mean and standard score on number of alternatives during pre-training situation was  $4.25 \pm 1.036$  while for Post-training situation it was  $7.46 \pm 1.212$ , which is significant at P value less than 0.01. Percentage increase from pretraining to post training is 75.5%. It infers that there is significant difference between Pre and Post-training scores.

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Furthermore the mean scores reflect that there is significantly positive impact of SETP training in increasing number of alternatives.

The above table visualizes the mean and standard score on relevant alternatives during pre-training situation was  $2.56 \pm 1.133$  while for Post-training situation it was  $6.81 \pm 1.212$ . The mean difference was found to be 3.960 and P value is significant at less than 0.01 levels. Percentage increase from pretraining to post training is 166%. It proves that there is significant difference between pre and Post-training scores. Furthermore the mean scores reveal that there is significantly positive impact of SETP training in generating relevant alternatives.

The above table indicates the mean and standard score on root cause analysis during pre-training situation was  $4.55 \pm 1.013$  while for Post-training situation it was  $7.98 \pm 0.836$ . P value is significant at less than 0.01 levels. Percentage increase from pretraining to post training is 75.4%. It results that there is significant difference between Pre and Post-training scores. Furthermore the mean scores supports that there is significantly positive impact of SETP training in improving root cause analysis.

The above table denotes the mean and standard score on approach to data collection during pre-training situation was  $4.64 \pm 0.988$  while for Post-training situation it was  $8.35 \pm 0.969$ . P value is significant at less than 0.01 levels. Percentage increase from pretraining to post training is 79.9%. It signifies that there is significant difference between Pre and Post-training scores. Furthermore the mean scores deduce that there is significantly positive impact of SETP training in improving approach to data collection.

## CONCLUSION

Intellect and Intelligence are the most valuable and strategic assets for achieving long-term success not only in financial terms but also all other desirable parameters of life. Various tools have been claimed for enhancement of intelligence. SETP tool is quite promising in the sense that it is having an objective criteria plotted and linked with Guilford structure of intelligence. By the parameters examined in this test obviously the operational part of intelligence namely evaluation and divergent thinking is trained with proper measuring scale. On various parameters listed in this study the improvement shown is more than 70% and for few students it was more than double. So it can be concluded with confidence that a SETP tool is very effective and promising tool for training of intellect and intelligence enhancement.

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## A Study of Creativity In Relation To Big 5 Personality Traits

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### ABSTRACT

The study of personality is one of the oldest areas in the science of creativity. Creative people combine playfulness and discipline or responsibility and irresponsibility. Creativity has been acknowledged as one of the most predominant factors contributing to individual performance in various domains of work and both researchers and practitioners have been devoting increasing attention to creative performance. Thus, the present investigation aimed at studying creativity in relation to Big 5 Personality Traits. The sample comprised of 40 artists (20 performing artists and 20 non-performing artists) between 25-35 years of age. For this purpose Big Five Inventory (BFI) developed by John and Srivastava (1999) was used to assess the domains of: Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism. Creativity was assessed by using the relevant items for the virtue of Creativity from the Values in Action Inventory of Strengths Scale (VIA-IS) developed by Peterson, Park, & Seligman (2005). To achieve the objectives of the study, inter correlations and t-ratios were calculated. The results found significant correlation ship between creativity and extraversion showing that more creative artists expressed more extraversion than the less creative ones. Also, there were no significant difference between performing and non-performing artists in creativity and the big 5 personality traits.

**Keywords:** Artists, Creativity, Personality Traits, Big-5.

Creativity is a phenomenon whereby something new and somehow valuable is formed, such as an idea, a scientific theory, an invention, a literary work, a painting, a musical composition, a joke, etc. The lexeme in the English word creativity comes from the Latin term *creō*, "to create, make": its derivational suffixes also come from Latin. The word "create" appeared in English as early as the 14th century, notably in Chaucer, to indicate divine creation (in The Parson's Tale). However, its modern meaning as an act of human creation did not emerge until after the Enlightenment. Scholarly interest in creativity involves many definitions and concepts pertaining to a number of disciplines: psychology, cognitive science, education, philosophy (particularly philosophy of science), technology, theology, sociology, linguistics, business studies, songwriting, and economics, covering the relations between creativity and general intelligence,

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mental and neurological processes, personality type and creative ability, creativity and mental health; the potential for fostering creativity through education and training, especially as augmented by technology and the application of creative resources to improve the effectiveness of teaching and learning. Theories of creativity have focused on a variety of aspects. The dominant factors are usually identified as "the four Ps" — process, product, person and place (according to Mel Rhodes). A focus on process is shown in cognitive approaches that try to describe thought mechanisms and techniques for creative thinking. Theories invoking divergent rather than convergent thinking (such as Guilford) or those describing the staging of the creative process are primarily theories of creative process. A focus on creative product usually appears in attempts to measure creativity and in creative ideas framed as successful memes. The psychometric approach to creativity reveals that it also involves the ability to produce more. A focus on the nature of the creative person considers more general intellectual habits, such as openness, levels of ideation, autonomy, expertise, exploratory behavior and so on. Creative person are more successful in life than those who are less creative. In a recent global survey, more than 1,500 corporate and public sector leaders reported that creativity is the most important quality a leader must have (Vincent and Kouchaki, 2015). In general, creative people are more open to new experiences, less conventional and less conscientious, more self-confident, self-accepting, driven, ambitious, dominant, hostile, and impulsive (Feist, 2015). The present study will help in understanding regarding the creativity of artists and the personality traits of them so that it may help the youngsters to choose their career whether to go either for performing arts or non performing arts to become more successful in their career.

### **METHODOLOGY**

#### ***Objectives:***

1. To study the relationship between creativity and big 5 personality traits.
2. To compare creativity and personality traits of performing artists and non-performing artists.

#### ***Sample:***

The sample comprised of 40 artists out of which 20 were performing artists and another 20 were non-performing artists.

#### ***Inclusion Criteria:***

1. Male and Female Performing and Non Performing artists.
2. Age between 25-35 years
3. Those who can give their consent for study

#### ***Exclusion Criteria:***

1. Mentally ill patient who have diagnosed by Psychiatrist.

***Tools Used:***

**Big Five Inventory (BFI, John and Srivastava, 1999)**

The Big Five Trait Taxonomy was developed by O. P. John and S. Srivastava (1999). This scale measures an individual on the big 5 factors of personality (Goldberg, 1993). Each of the factors is then further divided into personality facets. The Big 5 factors are: Extraversion vs. Introversion, Agreeableness vs. Antagonism, Conscientiousness vs. Lack of direction, Neuroticism vs. Emotional Stability, and Openness vs. Closedness to experience. The BFI is a 44-item self-report inventory, 5-point questionnaire. It's a 5-point rating scale which ranges from 1 (strongly disagree) to 5 (strongly agree). The internal consistency reliabilities were: mean  $\alpha$  values were .77, .78, and .81 (Borroni et. al, 2011).

**The Value in Action Inventory Strengths Scale: (VIA-IS; Peterson, Park, & Seligman, 2005)**

The Values in Action Inventory of Strengths consists of 240 items for the self-assessment of the 24 character strengths (10 items per strength) included in the classification of Peterson and Seligman (2004). The VIA-IS uses a 5-point Likert-style format (very much like me to very much unlike me). In the present study, participants are being assessed for one character strength, i.e. Creativity. Hence, for the virtue of creativity, the relevant item numbers are: 4, 28, 52, 76, 100, 124, 148, 172, 196 and 220. The 24 subscales had high reliability (median  $\alpha$  = .77; median corrected item-total correlations = .45) and high stability across 9 months (median test-retest correlation = .73). The VIA-IS peer form also had high reliability (median  $\alpha$  = .81).

***Procedure:***

A total sample of 40 were collected using snowball sampling methods, out of which 20 were performing artists and 20 were non performing artists. The information of artists were collected through email from some known artists and information's of rest of the unknown artists were collected through known artists. The information were gathered by using big 5 Inventory and the value in Action Inventory Strengths Scale in order to get traits of personality and creativity of them. The research was conducted at Department of Psychology, under Panjab University.

***Statistical Analysis:***

Statistical analysis was done with the help of Statistical Package of Social Science (SPSS-20.0). Mean and Standard Deviation were calculated followed by correlation to see the relationships of creativity and big five personality traits and t- test to compare between two groups namely-performing artists and non-performing artists.

## RESULTS

**Table 1: Shows the correlation of creativity and big 5 personality traits in the domains of Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism: (df=38)**

Variables	Openness	Conscientiousness	Extraversion	Agreeableness	Neuroticism
Creativity	.0990	.0675	.3845**	.0543	-.0060

Significant Value at .05= .257\*, Significant value at .01= .358\*\*

Table shows the correlation of creativity and big 5 personality traits. The result found significant ( $r = 0.3854$ ,  $P < 0.01$ ) in the domains of extraversion. This provides the impression that creativity and extraversion are positively correlated which means, with the increase of creativity extraversion of artists also increased.

**Table 2: Shows the comparison of performing artists and non-performing artists in creativity and personality traits i.e. openness, conscientiousness, extraversion, agreeableness and neuroticism.**

Variables	Performing Artists		Non-Performing Artists		t-ratio
	MEAN	SD	MEAN	SD	
Creativity	19.75	7.41	17.95	4.85	1.1462
Openness	38.55	8.48	40.45	7.08	.6845
Conscientiousness	28.70	4.01	30.21	4.49	.9322
Extraversion	27.50	4.21	25.60	7.09	.9885
Agreeableness	26.45	4.63	27.70	4.55	.7328
Neuroticism	24.00	2.47	24.25	3.18	.3001

Significant value at .05= 1.729\*, Significant value at .01= 2.539\*\*

Table shows the comparison of performing artists and non-performing artists. The result did not find any significant in creativity and also at all the domains of big 5 personality traits- openness, conscientiousness, extraversion, agreeableness and neuroticism.

## DISCUSSION

The present study is to see creativity in relation with big 5 personality traits. The result found significant in the domains of extraversion. This provides the impression that creativity and extraversion are positively correlated which means, with the increase of creativity extraversion of artists also increased. This is supported by the study of Wolfradt and Pretz (2001) who found that more creative students expressed more extraversion than their less creative peers. The meta-analytical study of Batey and Furnham (2006) showed that extraversion is positively related to everyday creativity and negatively related to artistic and intellectual creativity. Extraversion appears as a positive correlate of some domains of creativity. Extraverts are likely to be more successful at creative tasks because they have a higher than average level of dopamine, the 'happiness chemical', in their brains than introverts and this chemical floods the brain at even higher doses when a person is in a good mood, according to Dr Stafford (Happy extraverts are more creative: study, 2010)

## CONCLUSION:

The present study can conclude that creativity and extraversion are positively correlated which means, with the increase of creativity extraversion of artists also increased. Performing artists and Non-performing artists required equal creativity and also have similar kind of personality traits like openness, conscientiousness, extraversion, agreeableness and neuroticism as there were no significant difference between performing and non-performing artists in creativity and the big 5 personality traits.

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## **A Study of Mental Health and Aggression among Smart phone users and Non User college students**

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### **ABSTRACT**

The present study aims to determine the status of Mental Health and Aggression among Smart phone users and non user college students. The sample consists of 100 subjects 50 male and 50 female college going students. Total samples selected in the age range of 20 to 25 who are living in urban area. Standardized psychological test (Mental health and aggression) was used for data collection. After doing this, the scoring data was treated as a mean, SD, t test.

**Keywords:** *Mental Health, Aggression, Smart phone users and Non Users college students*

Unfortunately, violence toward others is another form of social interaction. When one person hurts or tries to destroy another person deliberately, either with words or with physical behavior, psychologists call it aggression. One common cause of aggressive behavior is frustration, which occurs when a person is prevented from reaching some desired goal. The concept of aggression as a reaction to frustration is known as the frustration-aggression hypothesis (Berkowitz, 1993; Miller et al., 1941). There are many sources of frustration that can lead to aggressive behavior. Pain, for example, produces negative sensations that are often intense and uncontrollable, leading to frustration and often aggressive acts against the nearest available target (Berkowitz, 1993). Loud noises, excessive heat, the irritation of someone else's cigarette smoke, and even awful smells can lead people to act out in an aggressive manner (Anderson, 1987; Rotton et al., 1979; Rotton & Frey, 1985; Zillmann et al., 1981).

Mental health describes a level of psychological well-being, or an absence of a mental disorder. From the perspective of 'positive psychology' or 'holism', mental health may include an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience. Mental health can also be defined as an expression of emotions, and as signifying a successful adaptation to a range of demands.

The World Health Organization defines mental health as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community". It was

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previously stated that there was no one “official” definition of mental health. Mental health refers to our cognitive, and emotional well being – it is all about how we think, feel and behave. Mental health, if somebody has it.

We can see the addiction of over use of smart phones in a youth. The over use of smart phone are affect on a mental health of youth. We can see negative psychological symptoms in a youth.

### THE IMPORTANCE OF STUDY

Televisions came in India in 80's. The disadvantages and it create various problems. In the 90's computer came to India with internet and other features. This is responsible for the some sort of problems. But now in 21'st century smart phone came with the combined features of T.V. and Computers. Is it portable to carry it anywhere. So the psychological and social problems multiplied due to smart phones. Developed country is already affected by this smart phone addiction and now developing countries like India are also being affected by it. On international level, we come across many psychological disorders it is a because of smart phone addiction and the big disadvantages of overuse smart phones. So it is a challenge to find some solutions on this global problem.

Problems like learning disability, becoming introvert, increasing aggression, emotional instability, and cognitive capacity lose, possessiveness, laziness, insomnia, doiness, social non-conformity occur and now some concrete solution on this problem is must. As per the global need of the subject we have chosen this problem.

### REVIEW OF THE STUDY

Studies have shown that the Internet addiction is one of the major factors influencing mental and physical health. **Wishart** (1990) in his study showed that the dependence on the Internet has created severe gaps and breaks in academic, social, financial and occupational life of contributors. fifty-eight percent of schoolchildren and students have experienced a significant reduction in study habits, grades drop, absence in the class, and so forth. Additionally, there is no control over them to spend their time in academic activities.

**Thomson (2008)** in a research on the effects of the Internet addiction on the feeling of lack of suitable and actual social relations among the students showed that most of the students have recorded that their social skills are impaired. Forty-seven percent of respondents have referred to physical disorders such as vision obscurity, insomnia. Thomson in the end concludes that the phenomenon of the Internet addiction is a new one, and in fact most of the people who are already suffering, respond to freshness of this knowledge source.

Statistics show that in 2003, 88% of the UK population aged 15 to 24 owned mobile phones (ONS 2003) and this figure continues to rise. Recent research with under 25's suggests that mobile phones are instrumentally, socially and emotionally important (**Green 2003**).

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The body of work on „difference“ and the intersections of ethnicity, class, gender, sexuality and age can inform our understanding of the relationship between youth identities and mobile technologies (Woodward 1997; Brah and Phoenix 2004)iii. Identity is viewed here as something that is „in process“, unfinished, constructed and reconstructed (Hall 1996), experienced,

**The present study was planned and performed to study the Aggression and Mental Health among smart phone users and non-users students of Jalgaon district.**

### **OBJECTIVES**

- To find out the difference in aggression of male and female students.
- To find out the difference in aggression of smart phone users and non-user students.
- To find out the difference in mental health factors of male and female students.
- To find out the difference in mental health factors of smart phone users and non-user students.

#### ***Hypothesis***

- There is no significant difference in aggression between the male and female students.
- There is no significant difference in aggression between the smart phone users and non-user students.
- There is no significant difference in factors of mental health between the male and female students.
- There is no significant difference in factors of mental health between the smart phone users and non-user students.

#### ***Variables***

- **Independent variable –**
  - A) Gender – 1) Male 2) Female
  - B) Smart phone – 1) Users 2) Non-users
- **Dependent variable –**
  - A) Aggression
  - B) Mental Health

### **METHODOLOGY**

#### ***Sample***

The sample of the study consists of 100 students (50 male and 50 female) Sample of the study was selected by simple random sampling from the college going students. Their age range was 20-25 years. Thus, the male and female student's ratio was 1:1.

#### ***Tools***

**Aggression** – test was constructed and standardized by Dr. Guru Pyari Mathur and Dr. Raj kumara Bhatnagar. **Mental Health** – test was constructed and standardized by Dr. Anand Kumar and Dr. Giridhar P. Thakur.



### Research Design

Since, there were two independent variables and each variable was classified at two levels. A 2x2 factorial design was used.

### Statistical Treatment of Data

First, the data was treated by means, SD and t. SPSS software (Version 17.0) was used for data analysis.

## RESULT AND DISCUSSION

In this part investigator has explained the result related to statistical analysis and hypothesis.

**HY-01-** *There is no significant difference in Aggression between the male and female students.*

**Table no- 01 – Gender wise comparison on aggression**

Variable	Gender	N	Mean	Std. Deviation	t	Sig. level
AGGRESSI ON	Male	50	187.72	19.75	2.58	0.05
	Female	50	200.90	30.21		

**P at 0-05= 1.98, 0.01= 2.61**

Table no 01 shows the level of aggression among male and female students. The researcher found that the mean value in aggression of male students was 187.72 and SD is 19.75. Similarly the mean value in aggression of female students was 200.90 and SD is 30.21. The calculate “t” value is 2.58. It is significant at 0.05 levels. It indicates that there is significant difference in aggression between the male and female students. That’s why above hypothesis is rejected.

**HY-02-** *There is no significant difference in aggression between the smart phone users and non-users students*

**Table no- 02 – Phone device wise comparison on Aggression**

Aggression	Phone device	N	M	SD	t	Sig. Level
	Smart phone user	50	191.18	27.86	1.19	NS
	Non-user	50	197.44	24.39		

**P at 0-05= 1.98, 0.01= 2.61**

Table no 02 show the aggression among smart phone users and non-user college students. The researcher found that the mean value in aggression of smart phone users students was 191.18 and SD is 27.86. Similarly the mean value in aggression of smart phone non-users students was 197.44 and SD is 24.39. The calculate “t” value is 1.19. It is no significant. It indicates that there is no significant difference in aggression between the smart phone users and non-users students. That’s why above hypothesis is accepted.

**HY-03-** *There is no significant difference in factors of mental health between the male and female students*

**Table no- 03 – Gender wise comparison on factors of mental health**

Mental Health Factors	Gender	N	Mean	Std. Deviation	t	Sig. level
<b>EG</b>	<b>male</b>	50	24.2400	4.24533	1.94	NS
	<b>female</b>	50	25.8200	3.86343		
<b>AL</b>	<b>male</b>	50	22.8200	4.42022	2.12	0.05
	<b>female</b>	50	24.8200	4.99669		
<b>EX</b>	<b>male</b>	50	31.0600	4.59996	2.23	0.05
	<b>female</b>	50	29.0800	4.25148		
<b>EU</b>	<b>male</b>	50	24.7800	4.82464	1.19	NS
	<b>female</b>	50	25.9800	5.21963		
<b>SN</b>	<b>male</b>	50	27.7600	4.46099	1.29	NS
	<b>female</b>	50	28.8000	3.53409		

**P at 0-05= 1.98, 0.01= 2.61**

Table no 03 shows the factors of mental health among male and female students. The researcher found that the mean value in Egocentrism of male students was 24.24 and SD is 4.24. Similarly the mean value in Egocentrism of female students was 25.82 and SD is 3.86. The calculated “t” value is 1.94. It is not significant. The mean value in Alienation of male students was 22.82 and SD is 4.42. Similarly the mean value in Alienation of female students was 24.82 and SD is 4.99. The calculated “t” value is 2.12. It is significant at 0.05 levels. The mean value in Expression of male students was 31.06 and SD is 4.59. Similarly the mean value in Expression of female students was 29.08 and SD is 4.25. The calculated “t” value is 2.23. It is significant at 0.05 levels. The mean value in Emotional Unstability of male students was 24.78 and SD is 4.82. Similarly the mean value in Emotional Unstability of female students was 25.98 and SD is 5.21. The calculated “t” value is 1.19. It is not significant. The mean value in Social Non-Conformity of male students was 27.76 and SD is 4.46. Similarly the mean value in Social Non-Conformity of female students was 28.80 and SD is 3.53. The calculated “t” value is 1.29. It is no significant. But Alienation and Expression factors is significant at 0.05 levels.

**HY-04** - *There is no significant difference in factors of mental health between the smart phone users and non-users students.*

**Table no- 04 – Phone device wise comparison on Factors of Mental Health**

Mental Health factors	Phone device	N	Mean	Std. Deviation	t	Sig. level
<b>EG</b>	<b>Smart phone user</b>	50	24.3200	4.62663	1.74	NS
	<b>non-user</b>	50	25.7400	3.43339		
<b>AL</b>	<b>user</b>	50	23.2400	4.60948	1.21	NS
	<b>non-user</b>	50	24.4000	4.96107		
<b>EX</b>	<b>user</b>	50	30.2400	4.37787	.37	NS
	<b>non-user</b>	50	29.9000	4.69150		
<b>EU</b>	<b>user</b>	50	24.2800	4.92408	2.22	0.05
	<b>non-user</b>	50	26.4800	4.95383		
<b>SN</b>	<b>user</b>	50	27.7800	3.99638	1.24	NS
	<b>non-user</b>	50	28.7800	4.05719		

**P at 0-05= 1.98, 0.01= 2.61**

Table no 04 shows the factor of mental health among smart phone users and non-users students. The researcher found that the mean value in Egocentrism of smart phone user's students was 24.32 and SD is 4.62. Similarly the mean value in Egocentrism of smart phone non-users students was 25.74 and SD is 3.43. The calculated "t" value is 1.74. It is not significant. The mean value in Alienation of smart phone user's students was 23.24 and SD is 4.60. Similarly the mean value in Alienation of smart phone non-users students was 24.40 and SD is 4.96. The calculated "t" value is 1.21. It is not significant. The mean value in Expression of smart phone user's students was 30.24 and SD is 4.37. Similarly the mean value in Expression of smart phone non-users students was 29.90 and SD is 4.69. The calculated "t" value is .37. It is no significant. The mean value in Emotional unstability of smart phone user's students was 24.28 and SD is 4.92. Similarly the mean value in Emotional unstability of smart phone non-users students was 26.48 and SD is 4.95. The calculated "t" value is 2.22. It is significant at 0.05 levels. The mean value in Social Non-Conformity of mobile user's students was 27.78 and SD is 3.99. Similarly the mean value in Social Non-Conformity of smart phone non-users students was 28.78 and SD is 4.05. The calculated "t" value is 1.24. It is no significant. But Emotional Unstability factor is significant at 0.05 levels.

## DISCUSSION

The aim of the present study was to find out the difference in aggression and mental health of college going students in Jalgaon district.

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First hypothesis result obtained after analysis of data as seen in table no-01 reveals significant difference between male and female students with reference to their aggression. This significant “t” value (2.58) indicates that gender significantly affects the aggression. This reveals the fact that female students show more aggression than male students. The Female students are emotionally strong than the male So the Psychological problems like emotional instability occurs a causes the aggression. In Indian culture females have less freedom than the male So they become more possessive of using smart phone than the male. The possession on towards mobile also causes the aggression.

Second hypothesis result obtained after analysis of the data as see in table no-02 reveals that there is no significant difference between smart phone users and non-users students with reference to their aggression. This no significant “t” value (1.19) indicates that smart phone user and non-users do not show any aggression.

Third hypothesis result obtained after analysis of the data is seen table no-03 reveals that there is a significant difference get two factors of mental health(Alienation and Expression) and other three factors of mental health do not show significant differences(Egocentrism, Emotional Unstability and Social Non-Conformity).

There is significant differences between the male and female students with reference to their Alienation factor of mental health. This significant “t” value (2.12) indicates that gender significantly affects the Alienation factor. Studies have shown that the Internet addiction is one of the major factors influencing mental and physical health. **Wishart (1990)**

There is would be significant differences between the male and female students with reference to their Expression factor of mental health. This significant “t” value (2.23) indicates that gender significantly affects the Expression factor. **Thomson (2008)** in a research on the effects of the Internet addiction on the feeling of lack of suitable and actual social relations among the students showed that most of the students have recorded that their social skills is impaired. Forty-seven percent of respondents have referred to physical disorders such as vision obscurity, insomnia. Thomson in the end concludes that the phenomenon of the Internet addiction is a new one, and in fact most of the people who already are suffering, respond to freshness of this knowledge source. Statistics show that in 2003, 88% of the UK population aged 15 to 24 owned mobile phones (ONS 2003) and this figure continues to rise. Recent research under 25’s suggests that mobile phones are instrumentally, socially and emotionally important (**Green 2003**).

Fourth hypothesis obtained after analysis of the data show table no-04 reveals that there is significant differences get one factors of mental health(Emotional Unstability) and other four factors of mental health show no significant differences(Egocentrism, Alienation, Expression, and Social Non-Conformity)

## **A Study of Mental Health and Aggression among Smart phone users and Non User college students**

There is significant difference between the smart phone users and non-users students with reference to their Emotional Unstability factor of mental health. This significant “t” value (2.22) indicates that smart phone users and non-users significantly affect the Emotional Unstability factor. This reveals the fact that smart phone non-users students have high level Emotional Unstability than mobile user’s students. **Thomson (2008)** in a research on the effects of the Internet addiction on the feeling of lack of suitable and actual social relations among the students showed that most students have recorded that their social skills are impaired. Forty-seven percent of respondents have referred to physical disorders such as vision obscurity, insomnia. Thomson in the end concludes that the phenomenon of the Internet addiction is a new one, and in fact most of the people who are already are suffering, respond to freshness of this knowledge source.

### **CONCLUSION**

- Female students are more aggressive than male students.
- There is no significant difference in aggression between the smart phone users and non-users students.
- Female students Alienation level show higher than male students and male student’s expression level is high than female students.
- Smart phone non-users students’ emotional unstability level of high than mobile user’s students.

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## Concept and Nature of Consciousness in Shiva-Sutra:

### An Applied Scientific Approach

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#### ABSTRACT

This paper provides a theoretical introduction and review of research on higher states of consciousness described in the Psychology of Shiva Sutra. Consciousness is a natural human phenomenon. It is associated with the human mind-body problem. A many efforts have been in exploring and discovering the reality of consciousness. Modern sciences have tries to solve this Knott. Ancient literature and traditions have also attempted to handle the case. Shiva Sutra is valuable corpus of knowledge, science and logic. It represents a unique encoding and explanation of consciousness. Within the Shiva Sutra it is customary to trace fundamental nature of consciousness. Shiva sutra presents the modern methodologies and techniques in understanding of enquiry. It keeps resemblances with modern sciences and scientific understanding.

**Keywords:** *Consciousness, Shiva Sutra, Chaitanyam, Swatantrya, Modern Science*

“Consciousness” means “*awareness; person's conscious thoughts and feelings as a whole*”. The term “consciousness” however refers to experience itself. Rather than being exemplified by a particular thing that we observe or experience, it is exemplified by all the things that we observe or experience. The word ‘consciousness’ has its roots in the idea of a shared awareness. ‘The word “conscious” derives from the Latin words “*cum*” (“together with”) and “*scire*” (“knowing”). In the original sense, two people who know something together are said to be conscious of it “*to one another*”. Consciousness constitutes the reflected or co-relational grade of mind: the grade of mind as appearance. Consciousness—as a case of correlation—comprises only the categories belonging to the abstract ego or formal thinking; and these it treats as features of the object. Consciousness, having passed beyond the sensible, wants to take the object in its truth, not as merely immediate, but as mediated, reflected in itself, and universal. Such an object is a combination of sense qualities with attributes of wider range by which thought defines concrete relations and connections.

Consciousness is often called as self-consciousness used in a more general sense to indicate that someone has reached the stage of paying heed to his own qualities of character or intellect,

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irrespective of whether or not he is embarrassed about other people's estimations of them. Self-consciousness, in this enlarged sense is, of course, of primary importance for the conduct of life, and the concept of it is therefore of importance for Ethics; but its ingenuous use entails no special doctrines about how a person makes and checks his estimates of his own qualities of character and intellect, or how he compares them with those of his acquaintances. The Freudian idioms of the 'Unconscious' and the 'Sub-conscious' are closely connected with this use of '*conscious*'; for at least part of what is meant by describing jealousy, phobias or erotic impulses as 'unconscious' is that the victim of them not only does not recognise their strength, or even existence, in himself, but in a certain way will not recognise them. In this use '*conscious*' means '*sensitive*' or '*sentient*' and '*unconscious*' means anaesthetised or insensitive.

Philosophically, consciousness is the power of choice, closely associated with reason, which was considered to be cosmic, a generalisation of the real world, a synonym for universal law. Human consciousness is a form of mental activity, the highest form. By mental activity we mean all mental processes, conscious and unconscious, all mental states and qualities of the individual. These are mainly processes of cognition, internal states of the organism, and such attributes of personality as character, temperament, and so on. Mental activity is an attribute of the whole animal world. Consciousness, on the other hand, as the highest form of mental activity, is inherent only in human beings, and even then not at all times or at all levels. Consciousness also includes an axiological, that is to say, evaluative aspect, which expresses the selectivity of consciousness, its orientation on values evolved by society and accepted by the individual—philosophical, scientific, political, moral, aesthetic, religious, etc. It includes the individual's relation both to these values and to himself, thus becoming a form of self-consciousness, which is also social in origin. A person's knowledge of himself becomes possible thanks to his ability to relate his principles and orientation to the stand points of other people, his ability to consider these stand points in the process of communication. The very term "*consciousness*", that is to say, knowledge acquired together with others, points to the dialogical nature of consciousness.

In psychology consciousness is interpreted as the highest level of mental organisation of the individual, when he separates himself from his environment and reflects this reality in the form of mental images, which serve as regulators of goal-oriented activity. Consciousness is a highly complicated system consisting of diverse and constantly interacting elements and existing at different levels. This system has as its nucleus the processes of cognition, from elementary sensations and perceptions to the highest manifestations of reason, emotional refinement and the power of the human will. Sensations and perceptions are the immediate, sensuous forms of consciousness. These are the foundation blocks, as it were, for the edifice of more complex intellectual formations and representations, imagination, intuition, logical and artistic thinking. Some aspects or forms of consciousness are:

1. *Spatialization* ---Having an internal mental 'space' in which hypothetical events can 'happen'. It is impossible to think of any events occurring in time without spatializing

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them, usually on a timeline running from left to right. People who are not conscious are incapable of thinking about time or putting things in a time-ordered sequence.

2. *Analog I*---Being able to see 'in' one's spatialized mind what one would 'see' if one were in a certain situation. For example, if a person comes to a fork while walking through a forest, they can 'see' 'in' their mind what they would through their eyes if they took either of the paths. It's based on this information that they can decide to take one path (perhaps more scenic) over the other.
3. *Analog Me*---The 'I' is the subject performing actions, through whose eyes we 'see'. The 'Me' is an object 'seen' in its entirety. Contrast the first-person view in computer games with a third-person view behind the main character. One can often 'see' oneself performing actions 'in one's mind' as if one were 'outside' of one's own body.
4. *Excerption*---The taking of a small aspect of something to stand for that whole thing. No one who thinks of their city imagines every house, every street-corner and every sewer. One takes something, perhaps the skyline or city hall, and let it stand for the whole thing. The same occurs for everything. Recalling one excerption after another by a chain of associations is what constitutes 'reminiscence'.
5. *Conciliation*---Something similar to assimilation of knowledge to fit a schema but done 'in' a conscious mind.
6. *Narratization*---The constant unnoticed activity of thinking of one's life in terms of little stories, in which one is the star character.

The existence of several planes of consciousness has made it a target of research by many sciences and all art. For philosophy the main question is the relationship of consciousness to being. As a property of highly organised matter (the brain), consciousness is consciously perceived existence, that is to say, a subjective image of the objective world or subjective reality, and on the epistemological plane, as the ideal in contrast to the material and as a unity of the two.

### FROM THE ACCOUNT OF SHIVA SUTRA

Consciousness is described as the ultimate mystery in ancient Indian texts and its study is lauded as the highest science. Shiva Sutra is ancient Indian master-piece, written by Vasu Gupta, containing the nature of self, universe and knowledge. This is corpus of knowledge of human development. This represents an ultimate theory of Consciousness, which is spiritual as well as scientific.

According to Shiva Sutra, this universe, which is a world of consciousness, is filled with and is one with the supreme state of God consciousness. God consciousness is 'Spanda' (Pulse), a unique reality of supreme movement filled with nectar and an outpouring of the supreme bliss of independence. The very first opening verse of Shiva Sutra contains the nature of pure consciousness---

**“चैतन्यमात्मा”**

(The independent state of supreme consciousness is the reality of everything.)



Chaitanyam is the transcendental aspect of Chittam or Cit in man. Word *Caitanya* means "the independent state of consciousness." *Caitanya* means the complete freedom of universal consciousness. Because of the impurity *anavamala*, which is attached with *Kala* (limited action) and *Vidya* (limited knowledge), *Caitanya* (independent universal consciousness) is lost. It is absorbed in *raga* (attachment) and limited by *Kala* (time). It is confined in the bondage of *niyati* (attachment to a particular object). Chaitanyam is Universal Consciousness having absolute *Jnana Sakti* and *Kriya Sakti* (Knowledge and Action Power attributable to Siva only). Self is Siva or Reality. The act of consciousness is the same in the conscious and the unconscious. For the one who is conscious, the act of consciousness is there. For the one who is not conscious of the act of consciousness, it is also there in the background. The conscious being is the being who makes others conscious. This being is independent in all knowledge and every action. Such a reality is called *Caitanya*, which means "complete independence." All knowledge and all action are united in one consciousness-completely independent God consciousness. Only Parama Shiva possesses this completely independent God consciousness.

### *Swatantrya—the True character of Shiva*

Lord Siva is complete independence, '*Swatantrya*'. *Swatantrya* is a creative power of the supreme (Lord Shiva) Reality, *Vimarsh*, *Jnana* and *Kriya* (self-consciousness, Knowledge and Action). All beings are dependent on the conscious being, Siva. Although the complete, independent state of Siva possesses many divine aspects-such as being eternal, all-pervading, completely full and all-knowing-these divine aspects are not unique to Siva. They could also be found in other beings. The independent state of consciousness is the self. It is the self of everything, because whatever exists in the world is the state of Lord Siva. The independent state of God consciousness is also found in the individual states of body (*Sarira*), breath (*Prana*), intellect (*Buddhi*) and void (*Sunya*). In the body, he is above the body. In breath, he is above the breath. In intellect, he is the super intellect. In voidness, he is full. In nothingness, he is everything. This is the reality of universal I (*Aham*). Independent supreme state of God consciousness is the nature of the self, which is found in every *Shastra*. It is the reality of the supreme self (*Paramatman*). Beyond all coverings, it is fully exposed. The independent state of God consciousness is not only the form of the existing world; it is also the form of the nonexistent world. The independent supreme state of God consciousness is the formation of the universe. The supreme state of God consciousness can never be realized by any separate means; it can only be realized by the means that is filled with God consciousness. So then there is no need to realize anything; it is already realized. The supreme state of God consciousness is that it is in a state of movement. It is not fixed or situated in any one place. It is located everywhere. Wherever there is space, it is there. Wherever there is not space, it is there. It is in space and beyond it. State of God consciousness can be attaining when the last impressions, including even the most faint and elusive remaining impressions of Maya's illusory veils are completely overcome and destroyed.

“मोहजयादनन्ताभोगात्सहजिवद्याजयः”

(After conquering the field of illusion (Maya) by destroying its many impressions, one attains the victory of the pure knowledge of consciousness.)

Illusion is this completely differentiated universe filled with impressions and experiences. When this illusion is conquered (*Jayat*), which means overcome (*Abhibhavat*), then victory is achieved. But this only occurs when the last faint impressions (*Samskarah*) of this illusion are also destroyed. Through this pure knowledge (*Vidya*) is realized, where eternal aspects are revealed and supreme God consciousness is obtained. Then being victorious, you attain and hold this supreme pure knowledge of consciousness. Illusion must be conquered. This can be reduced of the eradication of threefold *Malas*---

- Anav Mala
- Karman Mala, and
- Maya Mala

This can be eradicated through the threefold ‘*Upaya*’ or means of knowing or union---

- AnavopAya , the pathway of action for the individual soul, ‘*Anu*’
- Bhedopaya, involves Kriya (action) on the part of the striving soul
- Shaktopaya, Shakti path for union
- Sambhavopaya, inclusive path for union

One should master the natural knowledge meaning the knowledge with reference to *Anavopaya*, so that we can graduate to *Saktopaya*. *Sahaja Vidya* is the nature of *Unmana* which is attained by conquering delusion. *Sahaja Vidya* is another name for *Unmana*. By not identifying the Self with the bonds is at the stage of *Samana*. Superior to *Samana* is *Unmana*. *Unmana* stage is the highest and confers the knowledge of the Highest Self. One becomes omniscient. It is *Siva-Vyapti*, pervasion in *Siva*. The inferior state is *Atma Vyapti*, pervasion in the Self, which is establishing oneself in consciousness without *Kriya Sakti*. When *Atma* rises to *Unmana* at the level of *Siva Tattva* and enters the state of *Siva*, it is *Siva Vyapti*. There are several levels between *Anu* and *Unmana*. Up to *Samana*, mind rules. *Samana* is at the stage of *Sakti Tattva*. By vanquishing delusion (*Moha*) one obtains *Atma Vyapti*, the stage of Pure Consciousness of his own; there is no pervasion yet into I-consciousness of *Siva* at the level of *Samana* or *Atma Vyapti*. When the mental consciousness or the mind drops or dies, the divine consciousness dawns.

## STAGES OF CONSCIOUSNESS

According to Shiva Sutra, consciousness is four-fold Consciousness in waking state, Dream State of consciousness, Deep Sleep state of Consciousness with no thoughts or ideation and state of consciousness, being the witness of the preceding three states.

“जाग्रत्स्वप्नसुषुप्तभेदेतुर्याभिसंभवः”

(Such a heroic yogi experiences the expansive state of *Turiya* in the differentiated states of waking, dreaming and deep sleep)

Jagrat, awakening in the waking state. Here the objective aspect (*Prameya*) is dominant for the knower (*Pramata*). The Swapn or Dream universe is made of thought waves or *Vikalpas*. It is *Abahya*, meaning there is no exterior in this dream universe; it is all internal propagation of thought waves; there is no connection between the external world and the world of dreams; it is all confined to the mind of the dreamer. *Susupti* or sleep, wakefulness in deep sleep. It is *Udita*, meaning risen, ascended, being above, tall, lofty. You have risen above the world of impressions and entered the world of negation of impressions.

All the states of experience, waking, dreaming and deep sleep are one with *Turiya*. He does not experience any difference between this world and the state of Samadhi. This happens to that yogi who is a great yogi, with advanced development of awareness. In the differentiated states of waking, dreaming and deep sleep, that supreme consciousness of *Turiya* is found as one. *Turiya* or *Turiya* is the fourth state of consciousness marked by union of individual consciousness with I-Consciousness of Siva. *Turiya* appears like a thread of experience of ecstasy going through all three states of waking, dream sleep and deep sleep in the perfected Yogi. *Turiya* is the unchanging witness of all three changing states of individual consciousness. In awake state all our senses, mind; in dream state, mind and Prana operate; in deep sleep, only our Prana or breath operates. *Turiya* is the only entity that operates as a witness, unchanging reality and background of all events in our life in unobtrusive fashion. It is our job to bring it to the forefront so that it embraces and takes possession of the individual consciousness and becomes the guiding light and leading part of our lives.

This is the representation of consciousness, according to Shiva Sutra which is ultimate ways of attaining of Shivahood or ultimate reality of self. The centralization and differentiation of consciousness brings into existence the individual *Atma* whose knowledge is limited to such an extent by this process that he begins to behave like a deluded individual lost in the jungle of worldly desires and experiences. The first refers to the essential nature of the Monad who is divine and therefore shares the “*Sat-Cit-Ananda*” nature of Divinity. Consciousness is concealed by the adjustment of the ego on a limited body in the waking state, the dreaming state, and the state of deep sleep, does not perceive the original state of their God consciousness, which is great and which belongs to Lord Siva himself.

## SHIVA SUTRA AND MODERN SCIENCE

Scientific attitudes towards consciousness have changed due to the recent advances in neurophysiology and because modern physics and computer science are confronted with the question of the nature of the observer. In many ways, the study of consciousness is centre-stage in the discussions of modern science. From a modern Scientific viewpoint, living systems are

dynamic structures that are defined in terms of their interaction with their environment. Their behaviour is taken to reflect their past history in terms of instincts. Living systems can also be defined recursively in terms of living sub-systems. Machines, on the other hand, are based on networking of elements so as to instrument a well-defined computing procedure and they lack a recursive self definition. The reality of consciousness is evident not only from the fact that responses are different in sleepwalking and awake states.

Reality, emerging as divine power, by her own independent will, unfolds the manifested universe on the screen of her own consciousness. According to the occult doctrine the manifested universe not only appears periodically but it runs its course according to a plan which is present in the Divine Mind, and unfolds according to the divine ideation which takes place in the Divine Mind. It is only when the consciousness of an individual is able to contact the Divine Mind that it becomes aware of the working of the Divine Mind, and knows the splendour of the inner realities which are hidden on the spiritual planes behind the apparently purposeless and chaotic working of the physical universe. Science, seeing only this outer shell, and being unaware of the existence of these inner realities, naturally sees the universe only as 'a fortuitous concourse of atoms', or a chaotic expression of energy in multifarious forms. Its theories about the nature and origin of the universe are therefore bound to be wrong because they are based upon extremely limited data and uncertain and arbitrary assumptions.

So when it want to bring out that aspect of the ultimate reality which is the cause and instrument of manifestation, we use the word *cit* in contradistinction to the *sat* aspect which remains unmanifest, in the background, and is the roots of the principle of divine will which finds expression in divine power. When Siva, whose essential nature is *sat*, the ultimate and the whole truth, wills that the universe shall manifest, the *cit* aspect comes into play, the whole drama of manifestation begins and continues until the universe is reabsorbed into his consciousness at the time of '*Pralaya*', destruction. In view of this connection between the theory of consciousness of Shiva Sutra and neuron mechanic and the fact that Neuron mechanical models of consciousness are being attempted.

The cognitive categories of Shiva Sutra are of relevance in computer science. At present only a subset of these categories can be dealt with by the most versatile computing machines. Current research is focused on the lower categories such as endowing machines with action capacities (as in robotics) and powers of sense perception (as in vision). At the higher levels, machines can be endowed with some capacity for judgment that typically involves computation of suitably framed cost functions, or finding patterns, or choosing between hypotheses, but the capacities of concretization and especially self-awareness seem to be completely out of the realm of present day computing science. The Shiva Sutra theory of consciousness also speaks of a process of evolution. In this evolution the higher animals have a greater capacity to grasp the nature of the universe. The urge to evolve into higher forms is taken to be inherent in nature.

## CONCLUSION

The conclusion is that, the ultimate reality in its cit aspect or as universal consciousness, being absolutely independent and self-contained, is the ultimate cause of manifestation, and bringing a manifested system to its appointed consummation. Siva is the name for the absolute or transcendental consciousness. Ordinary consciousness is bound by cognitive categories related to conditioned behaviour. By exploring the true spring wells of ordinary consciousness one comes to recognize its universal (*Siva*). This brings the further recognition that one is not a slave (*Pasu*) of creation but its master (*Pati*). Shiva Sutra's thought is "*pre-Scientific*" and at best it represents "archaic modes of thought". The Shiva Sutra view of consciousness goes beyond the notion of Spanda and it represents a unity. This is why Shiva Sutra ideas finds rich resonance in quantum theory which is also a theory of wholes. And this is also proved by modern science.

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## **Critical Thinking, Reasoning, and Logical Concluding' Abilities in relation to Academic Achievement among Indian Adolescent Students**

Roya Sherafat<sup>1\*</sup>

### **ABSTRACT**

The aim of this study was to investigate relationship between critical thinking ability and its relevant elements such as reasoning ability and logical concluding ability in relation to academic achievement among adolescent students. Sample of this study was 625 students from high schools and pre university colleges in Mysore city of India. Data has collected by stratified random sampling. Pearson's Correlation Coefficient, One-Way ANOVA, and Spearman' rho Coefficient have applied to examine generated hypotheses. Results indicated significance and positive correlation between critical thinking ability, reasoning ability, and logical concluding ability. Findings indicate critical thinking ability and its elements can be considered as a key feature to enhance academic achievement.

**Keywords:** *Critical Thinking Ability, Reasoning Ability, logical Concluding Ability, Adolescence, Academic Achievement.*

New movement in educational systems is moving from teacher-centered into student-centered situation. In student-centered approach, students are not passive learner, they should involve in the process of learning, participate in class activities, think individually, discuss in class and argue to accept or reject any educational issue. Students in traditional classrooms, just passively listen and follow they teacher, they are discouraged to speak or company in class. In contrast, dynamic classes need active students with ability to think critically, communicated energetic, pose question, share their ideas, and finally create new knowledge. Active learning approaches involve activities such as discussion in class or thinking critically, these needs to share original ideas with classmates and teachers. Today's world has seen education as a powerful feature to achieve social and economic upward goals. Thus, educational systems must concentrate on student's abilities to stimulate then and motivated to be active individual in learning process. Based on literature, critical thinking, because of its nature considers as a facilitator to enhance students' abilities to be generator of new knowledge. The major elements of critical thinking is based on assessment, judgment and evaluate presented topics and issues, it needs also your

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reasoning evaluation. In process of thinking critically, individual starts with given logical reasons to analyze topic, later will give a logical conclusion based on evidences and its reasons. Therefore, critical thinker needs to have analysis ability as well as synthesis ability in respect to make logical conclusion (DeWaelsche, 2015).

Several studies demonstrate effectiveness of integrating instructional critical thinking programs with schools' curriculum. Paul and Binker (1990) collected 39 papers about importance of critical thinking and organized them in different sections of their book. They argued that it is necessary to consider critical thinking at heart of educational reform. Norris and Ennis (1989) analyzed different approaches to evaluate students' critical thinking on programmatic, school-based, and classroom levels. Findings of this book can establish wide aspect to consider critical thinking on educational programs. Gokhale (1995) based on the idea that improvement of critical thinking is essential element of educational programs, suggested some learning techniques such as collaborative learning will enhance students' critical thinking as well as academic achievement. Reasoning is a logical process of thinking to understand issues and topics in logical way with respect to make conclusion or judgment ("Definition of REASONING," n.d.). Reasoning ability as a major part of critical thinking shows its effect on general knowledge, therefore, it can be concluded focuses on reasoning ability will lead to improve critical thinking and as a results enhance cognitive ability and higher order thinking (Kyllonen & Christal, 1990). Concluding or making logical decision is the other part of thinking critically. and as we know, thinking is a complex process and entails to make logical decision or rational conclusion. Velea and Lache, (2015) asserted that the better conclusion or decision will make up when person used dedicated algorithms combined with the proposed selection method, and that means logical technique have more effect on concluding logically. Analysis of various studies indicated positive impacts of critical thinking on arising academic achievement (e.g., Wang, Pascarella, Laird, & Ribera, 2015; Tiruneh, Verburch, & Elen , 2014; Chan, 2013; Boghossian ,2006; Fleming, Garcia, & Morning , 1995).

### **REVIEW OF LITERATURE**

Richard W. Paul, the leading scholar in critical thinking, believed that critical thinking is "thinking about your thinking while you're thinking in order to make your thinking better" (DeWaelsche, 2015, p.5). The main focus of this definition is that critical thinking is a kind of thought that thinker is aware of process of thinking. Also, thinker tries to improve the quality of his thoughts while is thinking about any issue. Critical thinking is skill and like other skills can be thought or learnt. Research indicates students will get higher score on assessment of critical thinking when subject-matter courses include direct instruction in critical thinking (Beyer, 2008, as cited on DeWaelsche, 2015, p.5).

According to previous research, some methods are very useful to establish and cultivate new knowledge and skills, in this regard Blooms taxonomy of Knowledge-based and skills-based can

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be appreciated as a beneficial method to improve critical thinking skill ("Bloom's Taxonomy of Educational Objectives | The Center for Teaching and Learning | UNC Charlotte," n.d.).

An overview of elements of thinking critically indicates that critical thinker should have ability of analysis, synthesis, as well as ability to make judgment about issues. The outcome of critical thinking phenomenon is to make logical conclusion and make best decision about "what to do". Therefore, acquiring reasoning ability and concluding ability are essential parts of thinking critically. In this study, the interest is to investigate about relationship between critical thinking and academic achievement as well to find out the effectiveness of some parts of thinking critically such as reasoning ability and concluding ability (make last logical decision about issue).

Some studies demonstrated positive effect of reasoning and its relation to academic achievement. For example, involving fluid reasoning may provide foundation for academic achievement when students are in early education stages (Pasnak et al., 2015). Another study indicated proportional reasoning strategies can be suitable instruction to influence academic achievement (Kwean, 2011). In a study by Wilkinson, (1993) stated that boys showed strengths visual-spatial reasoning ability compare with girls, and girls showed strengths sequential and social reasoning ability in compassion with boys, regarding to functions of academic achievement.

What do you understand from the concept of critical thinking? In one aspect, critical thinking is analysis ability to determine validity of statements and information. Also, it can translate given information to fill gaps in personal knowledge. This type of thinking is desirable for students because of its nature; teaching critical thinking can be a basic function of education: it equips students intellectually and emotionally. The terminal goal of education is to develop intellectual skills. Above statements could be summarized in the claim that students must have "ability to think critically, systematically and independently" (Jegede & Noordink, 1993).

What is the relative importance of empirical research in relation to current situation of critical thinking? A large number of research investigations just focused on general concept of these skills, and only few studies have practical strived to make clarification in this issue. Miller and Wild (1979, as cited in Jegede & Noordink, 1993, p.4) stated about importance of analytical reasoning ability and its relation to academic achievement. Such findings indicated the need to focus on empirical investigations on critical thinking and its elements to develop and improve it. Jegede and Noordink (1993) conducted a study and based on factor analysis' results concluded reasoning skills is a supportive skill in relation to different areas of critical thinking (p. 9).

In some studies stated skills of thinking critically include (a) ability to explain ideas very clear and reasonable, (b) ability to analyze information and reflect it critically, (c) ability to congregate facts with respect to establish valid arguments, and (d) ability to design logical inferences by



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considering gathered information. By respect to above explanations, one can conclude, thinking critically requires to have ability of analysis as well, ability to conclude, and lastly ability to draw logical inferences and make a proper decision.

From another angle, critical thinking can be defined as a type of independent thinking with respect to promote reasonable judgments and apply logic and creativity to innovate resolution for challenging issues and turbulence topics. And educational systems aim to produce well informed, analytical, and creative learners to engage in social movements and civilization (“Critical Thinking and Education,” n.d.).

### ***Research Questions***

- 1- Is there a relationship between Critical Thinking and Academic Achievement among Adolescent Students in Mysore City?
- 2- Is there a difference between students' academic achievement and critical thinking among adolescent students?
- 3- Is there a relationship between Reasoning Ability and Academic Achievement among Adolescent Students in Mysore City?
- 4- Is there a relationship between Concluding Ability and Academic Achievement among Adolescent Students in Mysore City?

### **OBJECTIVES**

- 1- To study adolescent students' academic achievement in relation to critical thinking ability among adolescent students.
- 2- To study difference between students' academic achievement and critical thinking among adolescent students.
- 3- To study adolescent students' academic achievement in relation to reasoning ability among adolescent students.
- 4- To study adolescent students' academic achievement in relation to concluding ability among adolescent students.

### ***Hypotheses***

- 1- There is significant relationship between critical thinking ability and academic achievement among adolescent students.
- 2- There are differences between students' academic achievement and critical thinking among adolescent students.
- 3- There is significant relationship between reasoning ability and academic achievement among adolescent students.
- 4- There is significant relationship between concluding ability and academic achievement among adolescent students.

## METHODOLOGY

### *Population*

In this study favorite population was adolescent students who have age of 14 up to 18(early adolescence and late adolescence) that they are studying in English Medium institutions, including Government and Private High Schools and Pre University Colleges during academic year of 2015-2116. Students who have enrolled in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> were selected for this study and that have approximately age of 14 up to 18 years (48,974 Students from 417 Schools). The list of selected high schools and PU Colleges has taken from Deputy District Pre University (DDPU) office and Deputy District Public Institutions (DDPI), of Mysore City, Karnataka, India.

### *Sample and Sampling Frame*

To select sample for this study stratified random sampling method has used. Considered sample of this study was 625 students in English Medium institutions, including Government and Private High Schools and Pre University Colleges during academic year of 2015-2116. Students who have enrolled in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> were selected for this study and that have approximately age of 14 up to 18 years (625 Students).

### *Tools*

#### **(a) Critical Thinking Scale**

Critical Thinking Ability Scale has designed by C. G. Venkatesha Murthy (2014). The foundation to construct this scale was based on a model of critical thinking ability and its elements to analyze situation from different angles by given reasons (process of thinking) and ability to conclude about situations by given conclusion (product of thoughts), in order to assess adolescence' critical thinking level in class. Validity of the scale was subjected to Content validity. 10 subject experts from Psychology and Educational Psychology validated the items, scoring pattern, Process and Product categories. Reliability of the scale: The reliability measures were calculated on a sample of 1219 students with age range of 14 up to 18.. Reliability was calculated using Cronbach's alpha (Cronbach's alpha= 0.752).

#### **(b) Academic Achievement**

In this study Academic achievement has taken from authorized staffs of schools based on the percentage of previous annual examination marks.

### *Methods and Statistical Techniques*

This study is descriptive research to investigate about current situation of critical thinking ability and subsets of that as well as academic achievement among adolescent students of Mysore City in India.

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**Table 1, Descriptive: Secondary Schools & Senior Secondary School Students**

		Frequency	Percent
<b>Valid</b>	<b>secondary school</b>	375	60.0
	<b>senior secondary school</b>	250	40.0
	<b>Total</b>	625	100.0

Table 1 shows frequency of students that out of 625 participants, 375 students were in secondary schools (60 %), and 250 were in senior secondary schools (40 %).

**Table 2, Descriptive: Percentage Of Previous Annual Examination**

<b>N</b>	<b>Valid</b>	<b>625</b>
Mean	75.51	
Median	78.00	
Std. Deviation	13.636	
Variance	185.932	
Skewness	-.416	
Std. Error of Skewness	.098	
Minimum	35	
Maximum	98	

Table 2 shows percentage of previous annual examination (Academic Achievement). In this table characteristics of dependent variables illustrated by (M= 75.51, SD= 13.636, Min= 35, Max= 98). Skewness p-value= -0.416, < - 0.5 & + 0.5>, and that means distribution is approximately symmetric.

H1) There is significant relationship between critical thinking ability and academic achievement among adolescent students.

To examine above hypothesis a Spearman's Correlations has used to determine existing relationship between critical thinking ability and academic achievement.

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**Table 3, Spearman's rho Correlations**

			<b>Percentage Of Previous Annual Examination</b>	<b>Critical Thinker Ability</b>
<b>Spearman's rho</b>	<b>Percentage Previous Annual Examination</b>	Correlation Coefficient	1.000	.340
		Sig. (2-tailed)	.	.000
		N	625	625
	<b>Critical Ability Thinker</b>	Correlation Coefficient	.340	1.000
		Sig. (2-tailed)	.000	.
		N	625	625

Table 3 presents result of Spearman's rho Correlations = 0.340,  $p = 0.000 < 0.05$ . this result indicates there is significance positive correlation exists between critical thinking and academic achievement, but correlation is weak.

H2) There is differences between students' academic achievement and critical thinking among adolescent students.

To test above hypothesis a One-Way ANOVA has been applied to examine proposed claim about correlation between critical thinking ability and academic achievement (SPSS, 20).

**Table 4, One Way ANOVA Percentage Of Previous Annual Examination**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between Groups</b>	10417.533	2	5208.766	30.679	.000
<b>Within Groups</b>	105604.284	622	169.782		
<b>Total</b>	116021.817	624			

Table 4 shows the result of One Way ANOVA is significant.  $F(2,622) = 30.679$ ,  $p = 0.000 < 0.05$ , and it indicates there is significant relationship between critical thinking and academic achievement.

**Table 5, Multiple Comparisons, Dependent variable: Percentage Of Previous Annual Examination, Tukey HSD**

<b>(I) Critical Thinking Level</b>	<b>(J) Critical Thinking Level</b>	<b>Mean Difference (I-J)</b>	<b>Std. Error</b>	<b>Sig.</b>
<b>Poor</b>	<b>Average</b>	-3.228	1.438	.065
	<b>High</b>	-9.299*	1.187	.000
<b>Average</b>	<b>Poor</b>	3.228	1.438	.065
	<b>High</b>	-6.071*	1.558	.000
<b>High</b>	<b>Poor</b>	9.299*	1.187	.000
	<b>Average</b>	6.071*	1.558	.000

Table 5 highlights that there is significant difference between Poor and High students ( $p = .000 < .05$ ), Average and High ( $p = .000 < .05$ ).

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**Table 6, Homogenous Subsets, Percentage Of Previous Annual Examination Tukey HSD**

Critical Thinking Level	N	Subset for alpha = 0.05	
		1	2
<b>Poor</b>	323	72.08	
<b>Average</b>	110	75.31	
<b>High</b>	192		81.38
<b>Sig.</b>		.056	1.000

Table 6 indicates the Mean of percentage of previous annual examination (Academic Achievement) for the High students category (M= 81.38) is greater compare with the Poor and Average students categories.

H3) There is significant relationship between reasoning ability and academic achievement among adolescent students.

To find out relationship between reasoning ability (Critical Thinking Process), a Pearson Correlation coefficient has used to analyze data.

**Table 7, Pearson Correlations**

		Percentage Of Previous Annual Examination	Critical Thinking Process
<b>Percentage Of Previous Annual Examination</b>	Pearson Correlation	1	.226
	Sig. (2-tailed)		.000
	N	625	625
<b>Critical Thinking Process</b>	Pearson Correlation	.226	1
	Sig. (2-tailed)	.000	
	N	625	625

Table 7 demonstrates significance and positive relationship between ability of reasoning and academic achievement [ $r(623) = .226$ ,  $p = .000 < .05$ ]. But the power of correlation is weak (less than .4).

H4) There is significant relationship between concluding ability and academic achievement among adolescent students.

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**Table 8, Spearman's rho Correlations**

			<b>Percentage Of Previous Annual Examination</b>	<b>Critical Thinking Product</b>
<b>Spearman's rho</b>	<b>Percentage Previous Annual Examination</b>	Correlation Coefficient	1.000	.335
		Sig. (2-tailed)	.	.000
		N	625	625
	<b>Critical Thinking Product</b>	Correlation Coefficient	.335	1.000
		Sig. (2-tailed)	.000	.
		N	625	625

Table 8 shows the result of Spearman's rho and it demonstrates significance and positive correlation between concluding ability (product of Critical Thinking) and academic achievement. However, this result is weak.

## **RESULTS AND DISCUSSIONS**

Based on the previous researches, has raised curiosity to investigate about current situation between critical thinking and academic achievement among students. Results of Spearman's rho Correlations ( $r = .34$ ) demonstrate *significance and positive* correlation between these two variables. Therefore, it will be favorable to focus on enhancing critical thinking ability in respect to arise academic achievement of students in educational systems.

The second question of this study was to investigate students' academic achievement with different level of critical thinking ability. Results of One-Way ANOVA, clarified a significant relationship as well demonstrate students with *high level of critical thinking* ability had *greater academic achievement*. Reasoning ability as a major part of critical thinking ability has shown significance and positive relationship between this ability and academic achievement. To examine relationship between reasoning ability and academic achievement Pearson Correlation Coefficient has applied  $r(623) = .226$ . Results were statistically significance.

The ultimate goal of critical thinking is to conclude logically and make rational decision. To test about existing relationship between concluding logically and its relation with academic achievement Spearman rho Correlations has applied to test assumed hypothesis. Results was statistically significance ( $\rho = .335$ ).

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From above results demonstrate positive correlation between critical thinking ability and its sub elements. This ability as a key feature to enhance academic achievement can be teach, learnt and improve in educational systems. To equip our students with these abilities, basic changes need in traditional classrooms.

### CONCLUSIONS AND IMPLICATIONS

By respect to the nature of this study, researcher suggests major changes in traditional classrooms and move towards active classrooms. This study has shown significant statistical results; either this relationship is positive, but it is weak. India, as old and historical country, needs empower its students with high levels of essential abilities to improve and moving faster and faster with this competitive world. Based on relevant literature Critical Thinking Ability and its elements can be applicable technique to change classrooms and make reasonable, logical, and active students to create new knowledge in global' information.

### Acknowledgement

The author would appreciate Prof, C. G. Venkatesha Murty (Prof of Regional Institutes of Education, Mysore) because of his efforts and motivation to highlighted importance of Critical Thinking in educational system.

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